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SELF-ASSESSMENT OF DIGITAL TRANSFORMATION READINESS OF PUBLIC TVET COLLEGES

March 2022

Bureau of Market Research (Pty) Ltd
University of South Africa (Unisa)

BUREAU of Market Research

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SELF-ASSESSMENT OF DIGITAL TRANSFORMATION READINESS OF PUBLIC TVET COLLEGES

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ACRONYMS

Artificial Intelligence - AI
Bureau of Market Research - BMR
German Federal Ministry for Economic Cooperation and Development – BMZ
Content knowledge - CK
Continuing Vocational Education and Training - CVET
Deputy-Director General - DDG
Department of Higher Education and Training - DHET
Deutsche Gesellschaft Für Internationale Zusammenarbeit - GIZ
Digital and Online Learning - DOL
Digital skills and competencies - DSC
Digital transformation - DX
Digital transformation Index - DXI
Digital Competence Framework for Educators - DigCompEdu
Digital Competence Framework for Educational Organisations – DigCompOrg
Digital Skills for Jobs and Income Project - DS4JI
Early Childhood Development - ECD
Educational technology – edtech
Food & Beverages Manufacturing Sector Education and Training Authority's - FoodBev SETA
Fourth Industrial Revolution - 4IR
Initial Vocational Education and Training - VET
Information and Communication Technologies – ICTs
Internet of Things – IoT
Manufacturing, Engineering and Related Services Sector Education and Training Authority - merSETA
Massive Open Online Courses - MOOCs
Media, Information and Communication Technologies Sector Education and Training Authority - MICT SETA
Moses Kotane Institute – MKI
National Certificate (Vocational) - NC(V)
National Accredited Technical Education Diploma – NATED
National Development Plan - NDP
Netherlands Organisation for International Cooperation in Higher Education - NUFFIC
Pedagogical knowledge – PK
Pre-Vocational Learning Programme - PLP
Protection of Personal Information Act - POPIA
Presidential Commission on the 4th Industrial Revolution - PC4IR
Research Ethics Review Committee – RERC
Science, Technology, Engineering or Mathematics - STEM
Sector Education and Training Authority - SETA
Southern African Market Research Association – SAMRA
South African National Defence Force - SANDF
Sustainable Development Goal - SDG
Technical and Vocational Education and Training - TVET
TVET Management Information System - TVETMIS
Technological Knowledge – TK
University of South Africa - UNISA
Vocational Education and Training – VET

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CHAPTER 1

BACKGROUND, AIM AND METHODOLOGY

1.1 STUDY BACKGROUND, AIM AND RATIONALE

1.1.1 About public TVET Colleges

There are currently 50 public Technical and Vocational Education and Training (TVET) Colleges operating across 284 campuses in the nine provinces of South Africa. TVET colleges are spread across rural and urban areas of the country. The colleges enrolled approximately 673 490 students[1] in 2019. In 2019 TVET student enrolments increased by 2.5% following the drop of 4.5% in 2018.

The Continuing Education and Training Act 16 of 2006 mandates the establishment and operation of public TVET colleges, which are administered by the Department of Higher Education and Training (DHET). TVET colleges offer a large variety of courses in response to the human resource requirements of a diversified economy. TVET comprises vocational, occupational and Artisan education and training as offered by TVET Colleges. There are four main types of qualifications offered at TVET colleges, namely (i) the National Certificate Vocational, NC(V) qualifications, (ii) the Report 191 Programmes, (iii) the National Introductory Certificate (N4) and (iv) National Certificates (N4). Public TVET Colleges offer courses in industry fields such as agriculture, arts and culture, business, hospitality, commerce and management, education, training and development, engineering, manufacturing and technology, services, building construction, and security. These fields have been identified by the government as critical sectors in the country.

1.1.2 Digital transformation nexus to TVET college ecosystem

In the 21st century, the national education system needs to provide everyone with access to lifelong learning to acquire the fast-changing skills and competencies required by an increasingly digital and globalised world. More specifically, the realisation of digital technologies, and especially digital and online learning (DOL), has important implications for Initial Vocational Education and Training (VET) and Continuing Vocational Education and Training (CVET). For IVET, DOL primarily affects the provision and pedagogy of VET, supporting a shift from teaching to learning and a better combining of different learning environments, while offering new opportunities for individualised and collective learning. For CVET, the effect of DOL is primarily to widen the access to vocational skills, for example through Massive Open Online Courses (MOOCs) and online platforms. Consequently, the dawning of digital technologies has necessitated the need by TVET systems to re-think existing curricula, qualifications and skills to face digital transformation. Also, vocational training institutes need to become digitally competent in order to adopt DOL methods and deliver up-to-date digital skills and competencies (DSC).

Increasingly, employment opportunities and improved economic performance are very much dependent on the DSC of citizens. DSC and DOL are clearly indicated as transversal factors providing a ‘golden’ opportunity for forward-looking TVET reform in South Africa. To master the manifold challenges presented by digital transformation, this study places the digital transformation readiness of TVET colleges at the heart of its approach. In particular, the study prioritises a set of digital transformation readiness stages to ultimately position TVET colleges

[1] TVETMIS 2019, data extracted in December 2020.

in national digital transformation agendas and skills strategies to enable a future-fit modernisation of the TVET college system in South Africa.

This transformation is also extremely important from a Sustainable Development Goal (SDG) perspective when considering that the 2030 Agenda for Sustainable Development recognizes that the prevalence of Information and Communication Technologies (ICTs) have a significant potential to accelerate progress, to bridge the digital divide and to support the development of inclusive knowledge societies based on human rights, the achievement of gender equality and empowerment. From this perspective, ICTs are critical for progress towards the achievement of all 17 Sustainable Development Goals (SDGs). Namely, ICT related targets are addressed in: Quality education (Goal 4), Gender equality (Goal 5), Infrastructure (Goal 9), Reduced inequalities within and across countries (Goal 10), Peace, justice and strong institutions (Goal 16) and Partnerships (Goal 17). In the attainment of these goals, technology has the potential to provide innovative solutions to enable students to take part in quality lifelong learning opportunities, to access information and knowledge and fully participate in society. Digital citizenship - the ability and ethical values to participate in society online - is an increasingly vital element in the 21st Century

1.1.3 Study background

The Bureau of Market Research (Pty) Ltd at the University of South Africa (Unisa) has been commissioned by the Deutsche Gesellschaft Für Internationale Zusammenarbeit (GIZ) to assess the Digital Transformation Readiness of Technical and Vocational Education and Training (TVET) colleges in South Africa. The study is endorsed by the Department of Higher Education and Training (DHET) and entails a self-reflection and self-assessment by TVET colleges as they progressively deepen their engagement with digital learning and pedagogies. The study is also of strategic importance to enable policy makers to design, implement and evaluate policy interventions for the integration and effective use of digital learning technologies at TVET colleges.

The study comes at an appropriate time when COVID-19 and the Fourth Industrial Revolution (4IR) have accelerated digital transformation and the advancement and development of digital skills within the technical and vocational education and training sector. The Presidential Commission on the 4th Industrial Revolution (PC4IR) positions TVET Colleges as a key role-player in the education sector ecosystem to digitally transform and advance the digital skills required to educate and train students to meet the digital work requirements of industry and to grow the digital economy of South Africa.

Renewed interest in the progress on digital transformation readiness has been provoked by the COVID-19 pandemic which resulted in a serious disruption of the continuity of TVET colleges during 2020 and 2021. This was also a test period for most TVET colleges who in general showcased a serious lack of effective and user-friendly distance learning platforms. With the closure of businesses during the national lockdown, TVET programmes have been particularly hard hit, given their unique focus on work-based learning and the acquisition of practical skills. Consequently, TVET managers, trainers and learners were not adequately prepared for the abrupt transition to remote learning, given the lack of necessary skills and infrastructure to accommodate distance teaching and learning methods. As a consequence, the sudden shift of training modalities to distance learning and inconsistencies in access to distance learning modules have the potential to deepen inequalities among learners in terms of access to and quality of training.

The COVID-19 pandemic has not only disrupted learning but also revealed and brought to the surface problems that predated the crisis, such as the lack of technological infrastructure and digital connectivity, skill gaps in online teaching and learning, the shortage of digital skills and skilled workers, unequal access to education and training among students and workers, the

lack of digital and pedagogical resources, the absence of learning platforms and support services, and financial constraints. The pandemic has not only revealed but also exacerbated the impact of the digital divide, including the digital skills divide, between urban and rural areas, and between women and men.

These realities serve as key motivators for undertaking an assessment on the digital transformation readiness of TVET colleges in an attempt to aid TVET colleges as they prepare to become digitally mature at all levels. In support to this endeavour, the broad-based improvement of the quality of vocational training in South Africa forms a key focus area of the German Federal Ministry for Economic Cooperation and Development (BMZ). The Digital Skills for Jobs and Income Project (DS4JI), commissioned to the Deutsche Gesellschaft Für Internationale Zusammenarbeit (GIZ) by BMZ, aims to increase the employment prospects of young people, especially women, within the scope of labour-market-oriented further training and networking activities. In support of this mission, insight into the level to which TVET colleges has started their digital transformation journey in the technical and vocational education sector of South Africa is essential and serves to further justify the undertaking of the 2022 study.

1.1.4 Digital transformation (DX) and readiness defined

Due to impacts of the changing world of work, the 4th Industrial Revolution (4IR), the increased autonomy and competitiveness in education and training, and especially the COVID-19 pandemic, TVET is required to develop "a more flexible, open, adaptive and responsive training system" to quickly cope with such external changes. Scaling up TVET training can be achieved by initiating digital platform solutions. The enhancement of openness, flexibility, adaptability, and responsiveness for the TVET system can be enabled by developing digital learning and shared resource platforms. Big data, Artificial Intelligence (AI), Internet of Things (IoT), Machine Learning (ML) and cloud solutions will form a strong foundation for digital governance and administration of TVET, online teaching and learning activities, and learning analytics to inform academic policies, innovation of training content and student services. The potential of TVET colleges to provide training for many learners demonstrates the needs, opportunities, and potentials that digital transformation (DX) can bring to TVET in South Africa. Consequently, research on the status of DX in the TVET sector of South Africa is essential to reveal possible shortcomings and gaps relating to the major factors hindering the adoption and implementation of DX in the public TVET sector of South Africa. Further, the COVID-19 pandemic placed pressure on the TVET sector of South Africa to transform their management, administration, teaching and learning to the digital environment. Consequently, there is a dire need to conduct a research study on the DX and readiness of the public TVET sector in South Africa.

"*Digital transformation is the process of using digital technologies to create new, or modify existing, business processes, culture, and customer experiences to meet changing business and market requirements. This re-imagining of business in the digital age is digital transformation*." (Gartner.Inc: 2022)[2]

With the study background provided above in mind, this study focuses on the Digital Transformation Readiness of Technical and Vocational Education and Training (TVET) colleges. The term '**Digital Transformation**' in the TVET context was defined as *denoting the process of making use of new digital technologies or adapting existing digital technologies to meet changing teaching and learning expectations*. Likewise, the term '**Digital Transformation Readiness**' in the TVET context refers to the increasing use of such digital technologies for teaching and learning processes while making less use of non-digital teaching and learning technologies.

[2] https://www.gartner.com/en/information-technology/glossary/digital-business-transformation.

The significance of the DX readiness study among public TVET colleges is also grounded in the potential benefits to be derived from DX, inclusive of massive changes in the digital or 21st century skill sets needed for work and life. As previously mentioned, the successful use of digital technologies is a key factor in meeting the Sustainable Development Goals (SDG). For South Africa to gain from DX, teaching and learning need to address the changes and challenges brought about by the introduction of Information and Communication Technologies (ICT) in almost all areas and it is imperative for TVET institutions to make best use of new technologies to provide adequate technical and vocational education and training in South Africa. Such milestones will also be critical to better adapt to the needs of companies that operate in an increasingly digitalised economy.

1.2 RESEARCH METHDOLOGY AND RESULTANT PARTCIPATION RATE

This study is a baseline study conducted among TVET colleges to assess the digital readiness of public vocational education and training institutions. The study is a self-assessment by data subjects defined as TVET college executive management, senior management and senior academic staff. A quantitative research approach has been adopted to include all 50 TVET colleges located across all nine provinces of South Africa. A self-administrated web-based survey method was used to collect data based on pre-determined research questions. An assessment instrument was developed applying a Theory of Change (ToC) methodology to measure the digital transformation readiness of TVET colleges. The self-assessments took approximately three weeks to administer, whereafter data cleaning, editing, coding and capturing were concluded prior to writing this project report. The collective research efforts finally resulted in all 50 TVET colleges being included in the study, with a total of 280 data subjects (assessors) participating in self-assessment study. More details regarding key stages of the research projects are explicated below.

1.2.1 Survey admission, participation, and submission

Data subjects were admitted to the assessment which was conducted in the form of a survey via a weblink. Once accessed, the survey was completed and submitted online within one week of receipt of the email invitation. This process continued during the entire data collection period. The survey was launched on 15 February 2022 and the last survey submission was received on 7 March 2022.

After one week of distributing the survey invitation via a DHET circular, 101 data subjects participated in the self-assessment. As part of the launch invitation, TVET College Campus Managers were also invited and were informed regarding the self-assessment via the DHET Campus Manager WhatsApp Group. TVET College Principals and Campus Managers were requested to distribute the DHET circular and invitation to participate in the assessment to relevant executive managers, academic/programme managers, and senior academics/ lecturers. This approach was used to secure the inclusion of all TVET college representatives from executive management, management and senior academic ranks. This selection secured the targeting of the research audience which were best suited to provide constructive inputs based on the aim and information requirements of the assessment.

To encourage the participation of slow and non-participating data subjects after the first week of the assessment, follow-up reminders were sent to the data subjects via the DHET Campus Manager WhatsApp Group. Concurrently, the BMR also sent reminders via email to the targeted non-participatory data subjects (TVET College Principals/Vice-Principals, Regional Managers, Deputy-Principals: Corporate and Academic Services and Campus Managers). In support of good research ethics practices, the DHET circular and authorized letter which permitted the assessment, accompanied the BMR email reminder correspondence. As a result, the final participation rate more than doubled from 101 after the first week of the survey to 280 participants (TVET college staff) at the close of the data collection stage.

The successful implementation of the fieldwork phase finally resulted in the inclusion of all (50) TVET colleges. At least one representative from each TVET college (Central Office or Campus staff) participated in the assessment. All 50 TVET Colleges (100%) and 91 TVET college campuses were involved in the digital transformation readiness assessment.

1.2.2 Participatory TVET college and assessor profiles by college location

TVET college staff who participated in the assessment were located at either a Central Office or a TVET college campus. Exhibit 1.1 profiles the participating data subjects according to TVET college location (Central Office or campus). From the analysis the following could be deduced:

- For 20.0% of the TVET Colleges included in the study, only Central Office staff participated in the assessment.
- For 40.0% of the TVET Colleges included in the study, only campus staff participated in the assessment.
- For 40.0% of the TVET Colleges included in the study, both Central Office and campus staff participated in the assessment.
- 29 or 58% of TVET colleges were assessed by Central Office staff.
- 41 or 82.0% of TVET colleges were assessed by campus staff.
- In total 61 Central Office staff (21.8% of total participatory sample) and 219 Campus staff (78.2% of total participatory sample) constituted the final sample of 280 respondents or assessors (see table 1.1).

Exhibit 1.1
Profile of TVET College assessors by location

TVET College	Central Office	Campus
Boland TVET College	X	X
Buffalo City TVET College	X	X
Capricorn TVET College		X
Coastal TVET College	X	X
College of Cape Town	X	X
Eastcape Midlands TVET College	X	X
Ehlanzeni TVET College		X
Ekurhuleni East TVET College		X
Ekurhuleni West TVET College	X	X
Elangeni TVET College		X
Esayidi TVET College	X	
False Bay TVET College	X	X
Flavius Mareka TVET College	X	
Gert Sibande TVET College	X	
Goldfields TVET College	X	X
Ikhala TVET College		X
Ingwe TVET College		X
Johannesburg TVET College		X
King Hintsa TVET College	X	X
King Sabata Dalindyebo TVET College		X
Lephalale TVET College		X
Letaba TVET College	X	X
Lovedale TVET College		X
Majuba TVET College	X	X

Exhibit 1.1 (continued)
Profile of TVET College assessors by location

TVET College	Central Office	Campus
Maluti TVET College	X	X
Mnambithi TVET College		X
Mopani South East TVET College		X
Motheo TVET College	X	
Mthashana TVET College		X
Nkangala TVET College	X	
Northern Cape Rural TVET College	X	X
Northern Cape Urban TVET College	X	X
Northlink TVET College	X	X
Orbit TVET College	X	
Port Elizabeth TVET College	X	X
Sedibeng TVET College	X	X
Sekhukhune TVET College		X
South Cape TVET College		X
South West Gauteng TVET College		X
Taletso TVET College		X
Thekwini TVET College	X	X
Tshwane North TVET College	X	X
Tshwane South TVET College		X
Umfolozi TVET College	X	X
Umgungundlovu TVET College		X
Vhembe TVET College	X	
Vuselela TVET College		X
Waterberg TVET College	X	
West Coast TVET College	X	
Western TVET College (Westcol)		X
$n_{TVETColleges}$	**29**	**41**

Table 1.1
Number of TVET college assessors by college and location

TVET College	Central Office Staff	Campus Staff	Total
	n	n	N
Boland TVET College	3	18	21
Buffalo City TVET College	1	1	2
Capricorn TVET College	0	7	7
Coastal TVET College	1	8	9
College of Cape Town	1	2	3
Eastcape Midlands TVET College	2	5	7
Ehlanzeni TVET College	0	4	4
Ekurhuleni East TVET College	0	1	1
Ekurhuleni West TVET College	5	9	14
Elangeni TVET College	0	2	2
Esayidi TVET College	1	0	1
False Bay TVET College	1	5	6
Flavius Mareka TVET College	1	0	1

Table 1.1 (continued)
Number of TVET college assessors by college and location

TVET College	Central Office Staff	Campus Staff	Total
	n	n	N
Gert Sibande TVET College	2	0	2
Goldfields TVET College	3	20	23
Ikhala TVET College	0	1	1
Ingwe TVET College	0	4	4
Johannesburg TVET College	0	2	2
King Hintsa TVET College	3	13	16
King Sabata Dalindyebo TVET College	0	2	2
Lephalale TVET College	0	2	2
Letaba TVET College	2	3	5
Lovedale TVET College	0	1	1
Majuba TVET College	1	8	9
Maluti TVET College	2	6	8
Mnambithi TVET College	0	2	2
Mopani South East TVET College	0	2	2
Motheo TVET College	1	0	1
Mthashana TVET College	0	1	1
Nkangala TVET College	3	0	3
Northern Cape Rural TVET College	4	4	8
Northern Cape Urban TVET College	3	9	12
Northlink TVET College	1	18	19
Orbit TVET College	1	0	1
Port Elizabeth TVET College	6	12	18
Sedibeng TVET College	3	2	5
Sekhukhune TVET College	0	3	3
South Cape TVET College	0	1	1
South West Gauteng TVET College	0	4	4
Taletso TVET College	0	1	1
Thekwini TVET College	1	3	4
Tshwane North TVET College	4	14	18
Tshwane South TVET College	0	6	6
Umfolozi TVET College	1	2	3
Umgungundlovu TVET College	0	1	1
Vhembe TVET College	1	0	1
Vuselela TVET College	0	5	5
Waterberg TVET College	1	0	1
West Coast TVET College	2	0	2
Western TVET College (Westcol)	0	5	5
Total	**61**	**219**	**280**

1.2.3 Participatory TVET college and assessor profiles by job level

When interpreting the outcomes of the assessment, knowledge about the job level of the assessors is essential. For this purpose, table 1.2 shows that about one in every five (or 18.6%) assessors are executive managers (Principal, Vice-Principal: Academic, Vice Principal Corporate). In turn, about a third (37.9%) of the assessors are campus managers (campus and campus academic managers), while 43.6% are senior lecturers/ academics or academic programme managers/education specialist. This profile provides comfort regarding the level of seniority and expertise of the key informants which functioned as assessors.

Table 1.2
Job level of participatory assessors

Job level	n	%
Executive Management (Central Office)	52	18.57%
Campus Management	106	37.86%
Senior lecturer/academic	99	35.36%
Programme Manager / Education Specialist	23	8.21%
Total	**280**	**100.00%**

Considering all 50 TVET colleges, 29 or 58.0% were assessed by executive management (Central Office) while 35 or 70% were assessed by campus managers. Also, 24 or 48.0% of the TVET colleges were assessed by senior lecturers/academics. The corresponding figure for education/programme specialist is 14.0%. Exhibit 1.2 profiles the participating TVET colleges by assessor job level. In some cases, digital transformation readiness of a TVET college was assessed across different job levels. In this regard, 20.0% of the TVET colleges were assessed by executive and campus management and senior academics. About a third (36.0%) of TVET colleges were assessed by both executive and campus management (14.0%), or executive management and senior academics (4.0%), or campus management and senior academics (18.0%).

Exhibit 1.2
Profile of participatory TVET colleges and assessors by job level

TVET College	Executive Management (Central Office)	Campus Management	Senior lecturer/ academic	Programme Manager / Education Specialist
Boland TVET College	X	X	X	X
Buffalo City TVET College	X	X		
Capricorn TVET College		X	X	
Coastal TVET College	X	X	X	
College of Cape Town	X	X	X	
Eastcape Midlands TVET College	X	X		X
Ehlanzeni TVET College		X		
Ekurhuleni East TVET College	X			
Ekurhuleni West TVET College	X	X	X	
Elangeni TVET College		X	X	
Esayidi TVET College	X			
False Bay TVET College		X	X	X

Exhibit 1.2 (continued)
Profile of participatory TVET colleges and assessors by job level

TVET College	Executive Management (Central Office)	Campus Management	Senior lecturer/ academic	Programme Manager / Education Specialist
Flavius Mareka TVET College	X			
Gert Sibande TVET College	X			
Goldfields TVET College	X	X	X	X
Ikhala TVET College			X	
Ingwe TVET College		X	X	
Johannesburg TVET College		X		
King Hintsa TVET College	X	X	X	X
King Sabata Dalindyebo TVET College	X	X		
Lephalale TVET College	X			
Letaba TVET College	X	X	X	
Lovedale TVET College		X		
Majuba TVET College	X	X	X	
Maluti TVET College		X	X	
Mnambithi TVET College			X	
Mopani South East TVET College		X		
Motheo TVET College	X			
Mthashana TVET College		X		
Nkangala TVET College	X		X	
Northern Cape Rural TVET College	X	X		
Northern Cape Urban TVET College	X	X	X	
Northlink TVET College		X		X
Orbit TVET College	X			
Port Elizabeth TVET College	X		X	X
Sedibeng TVET College	X	X		
Sekhukhune TVET College		X	X	
South Cape TVET College		X		
South West Gauteng TVET College		X	X	
Taletso TVET College		X		
Thekwini TVET College	X	X		
Tshwane North TVET College	X	X	X	
Tshwane South TVET College		X	X	
Umfolozi TVET College	X	X		
Umgungundlovu TVET College		X		
Vhembe TVET College	X			
Vuselela TVET College		X	X	
Waterberg TVET College	X			
West Coast TVET College	X			
Western TVET College (Westcol)			X	

1.2.4 Participatory TVET colleges and assessors profiles by provincial location

Table 1.3 displays the number of participatory TVET colleges per provinces. As mentioned, all 50 TVET colleges participated in the assessment.

Table 1.3
Number of participatory TVET colleges by province

Province	n	%
Eastern Cape	8	16.00%
Free State	4	8.00%
Gauteng	8	16.00%
KwaZulu-Natal	9	18.00%
Limpopo	7	14.00%
Mpumalanga	3	6.00%
North West	3	6.00%
Northern Cape	2	4.00%
Western Cape	6	12.00%
Total	**50**	**100.00%**

Figure 1.1(a) displays the provincial distribution of the 280 assessors, which largely corresponds with the proportional distribution of participatory TVET colleges (50) across province (figure 1.1(b)).

Figure 1.1(a)
Provincial distribution of assessors

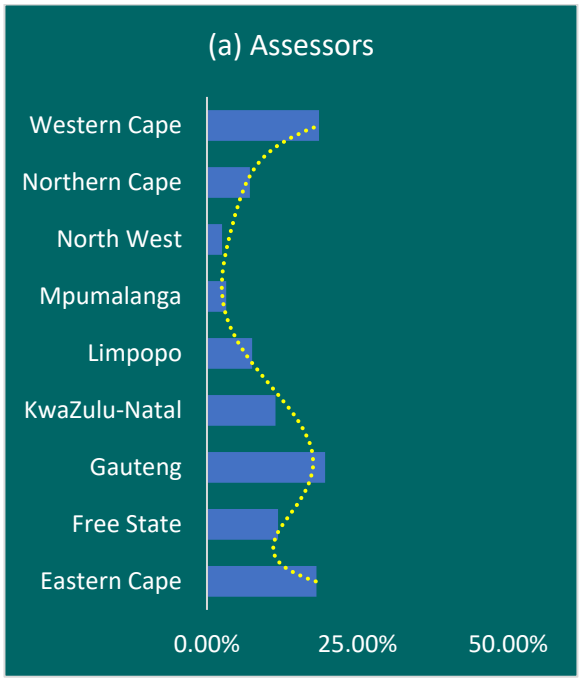
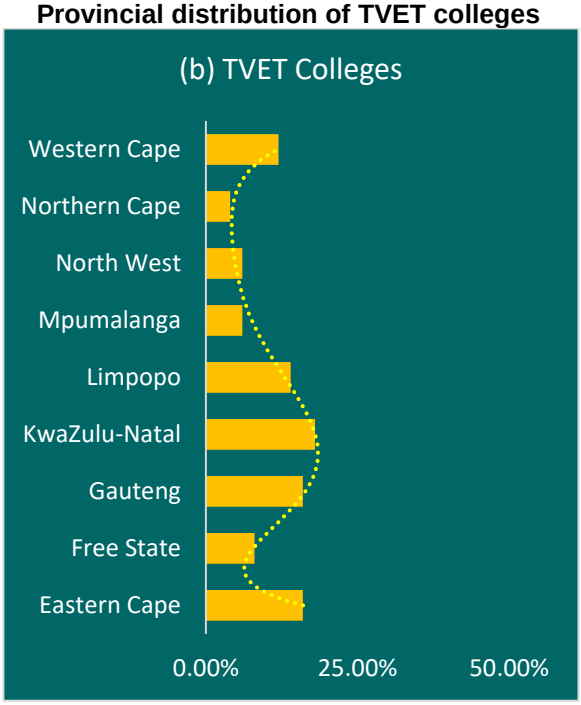


Figure 1.1(b)
Provincial distribution of TVET colleges



1.2.5 Assessor profiles by province and TVET college

The data analyses are further enhanced in table 1.4 which profiles the number of assessors by province and TVET college.

Table 1.4
Assessors profile by province and TVET college

Eastern Cape	**TVET College**	**n**
1	Port Elizabeth TVET College	18
2	King Hintsa TVET College	16
3	Eastcape Midlands TVET College	7
4	Ingwe TVET College	4
5	Buffalo City TVET College	2
6	King Sabata Dalindyebo TVET College	2
7	Ikhala TVET College	1
8	Lovedale TVET College	1
	Sub-total	**51**
Free State	**TVET College**	**n**
1	Goldfields TVET College	23
2	Maluti TVET College	8
3	Flavius Mareka TVET College	1
4	Motheo TVET College	1
	Sub-total	33
Gauteng	**TVET College**	**n**
1	Tshwane North TVET College	18
2	Ekurhuleni West TVET College	14
3	Tshwane South TVET College	6
4	Sedibeng TVET College	5
5	Western TVET College (Westcol)	5
6	South West Gauteng TVET College	4
7	Johannesburg TVET College	2
8	Ekurhuleni East TVET College	1
	Sub-total	**55**
KwaZulu-Natal	**TVET College**	**n**
1	Coastal TVET College	9
2	Majuba TVET College	9
3	Thekwini TVET College	4
4	Umfolozi TVET College	3
5	Elangeni TVET College	2
6	Mnambithi TVET College	2
7	Esayidi TVET College	1
8	Mthashana TVET College	1
9	Umgungundlovu TVET College	1
	Sub-total	**32**
Limpopo	**TVET College**	**n**
1	Capricorn TVET College	7
2	Letaba TVET College	5
3	Sekhukhune TVET College	3
4	Lephalale TVET College	2
5	Mopani South East TVET College	2
6	Vhembe TVET College	1
7	Waterberg TVET College	1
	Sub-total	**32**
Mpumalanga	**TVET College**	**n**
1	Ehlanzeni TVET College	4
2	Nkangala TVET College	3
3	Gert Sibande TVET College	2
	Sub-total	**9**

Table 1.4 (continued)
Assessors profile by province and TVET college

North West	TVET College	n
1	Vuselela TVET College	5
2	Orbit TVET College	1
3	Taletso TVET College	1
	Sub-total	**7**
Northern Cape	**TVET College**	**n**
1	Northern Cape Urban TVET College	12
2	Northern Cape Rural TVET College	8
	Sub-total	**20**
Western Cape	**TVET College**	**n**
1	Boland TVET College	21
2	Northlink TVET College	19
3	False Bay TVET College	6
4	College of Cape Town	3
5	West Coast TVET College	2
6	South Cape TVET College	1
	Sub-total	**52**

1.2.6 Participatory TVET College profiles by campus

Table 1.5 lists the number of campuses which participated in the assessment. In total, 91 campuses (or 32.0% of all TVET college campuses) participated in the assessment. In total 219 (or 78.2%) of the 280 assessors were located at a TVET college campus. The balance of the assessors (61 or 21.8%) was from TVET College Central Offices (see table 1.1).

Table 1.5
Participatory campuses

TVET College	Number of campuses
Boland TVET College	5
Buffalo City TVET College	1
Capricorn TVET College	3
Coastal TVET College	4
College of Cape Town	1
Eastcape Midlands TVET College	4
Ehlanzeni TVET College	2
Ekurhuleni East TVET College	1
Ekurhuleni West TVET College	4
Elangeni TVET College	1
False Bay TVET College	1
Goldfields TVET College	3
Ikhala TVET College	1
Ingwe TVET College	3
Johannesburg TVET College	1
King Hintsa TVET College	3
King Sabata Dalindyebo TVET College	2
Lephalale TVET College	1
Letaba TVET College	1
Lovedale TVET College	1
Majuba TVET College	3

Table 1.5 (continued)
Participatory campuses

TVET College	Number of campuses
Maluti TVET College	2
Mnambithi TVET College	2
Mopani South East TVET College	1
Mthashana TVET College	1
Northern Cape Rural TVET College	4
Northern Cape Urban TVET College	3
Northlink TVET College	6
Port Elizabeth TVET College	2
Sedibeng TVET College	2
Sekhukhune TVET College	2
South Cape TVET College	1
South West Gauteng TVET College	1
Taletso TVET College	1
Thekwini TVET College	3
Tshwane North TVET College	6
Tshwane South TVET College	2
Umfolozi TVET College	1
Umgungundlovu TVET College	1
Vuselela TVET College	3
Western TVET College (Westcol)	1
	91

Table 1.6 profiles the 219 TVET college campus assessors according to the location of the 91 participatory campuses.

Table 1.6
TVET college assessors by participatory campus

TVET College	No	Campus	n
Boland TVET College	1	Caledon Campus	2
	2	Paarl Campus	4
	3	Stellenbosch	5
	4	Strand Campus	1
	5	Worcester Campus	6
Buffalo City TVET College	6	John Knox Bokwe Campus	1
Capricorn TVET College	7	Polokwane Campus	2
	8	Ramokgopa Campus	2
	9	Senwabarwana Campus	3
Coastal TVET College	10	As-salaam Satellite Campus	3
	11	Swinton Campus	3
	12	Ubuhle Bogu Campus	1
	13	UMbumbulu Campus	1
College of Cape Town	14	Gugulethu Campus	2
Eastcape Midlands TVET College	15	Graaff-Reinet Campus	1
	16	Grahamstown Campus	1
	17	Heath Park Campus	1
	18	Thanduxolo Campus	2

Table 1.6 (continued)
TVET college assessors by participatory campus

TVET College	No	Campus	n
Ehlanzeni TVET College	19	KaNyamazane Campus	3
	20	Mlumati Campus	1
Ekurhuleni East TVET College	21	Artisan & skills Development Centre	1
	22	Alberton Campus	1
	23	Boksburg Campus	1
	24	Germiston Campus	1
	25	Tembisa Campus	6
Elangeni TVET College	26	Pinetown Campus	2
False Bay TVET College	27	Khayelitsha Campus	5
Goldfields TVET College	28	Skills and Innovation Centre / Skills Academy	1
	29	Tosa Campus	6
	30	Welkom Campus	13
Ikhala TVET College	31	Queen Nonesi Campus	1
Ingwe TVET College	32	Maluti Campus	2
	33	Mount Frere Campus	1
	34	Siteto Campus	1
Johannesburg TVET College	35	Troyeville Campus	2
King Hintsa TVET College	36	Centane Campus	4
	37	H.B. Tsengwa campus	7
	38	Msobomvu Campus	2
King Sabata Dalindyebo TVET College	39	Mngazi Campus	1
	40	Mthatha Campus	1
Lephalale TVET College	41	Lephalale Main Campus	2
Letaba TVET College	42	Tzaneen Campus	3
Lovedale TVET College	43	Zwelitsha Campus	1
Majuba TVET College	44	IT and Business Campus	5
	45	Newcastle Training Center	1
	46	Open Learning Unit	2
Maluti TVET College	47	Main Campus	5
	48	Sefikeng Campus	1
Mnambithi TVET College	49	Ezakheni [A] Campus	1
	50	Ezakheni [E] Campus	1
Mopani South East TVET College	51	Sir Val Duncan Campus	2
Mthashana TVET College	52	Vryheid Engineering Campus	1
Northern Cape Rural TVET College	53	Kathu Campus	1
	54	Kuruman Campus	1
	55	Namaqualand Campus	1
	56	Upington Campus	1
Northern Cape Urban TVET College	57	City Campus	7
	58	Moremogolo Campus	1
	59	Phatsimang Campus	1
Northlink TVET College	60	Belhar Campus	2
	61	Bellville Campus	3
	62	Goodwood Campus	3
	63	Protea Campus	1
	64	Tygerberg Campus	8
	65	Wingfield Campus	1

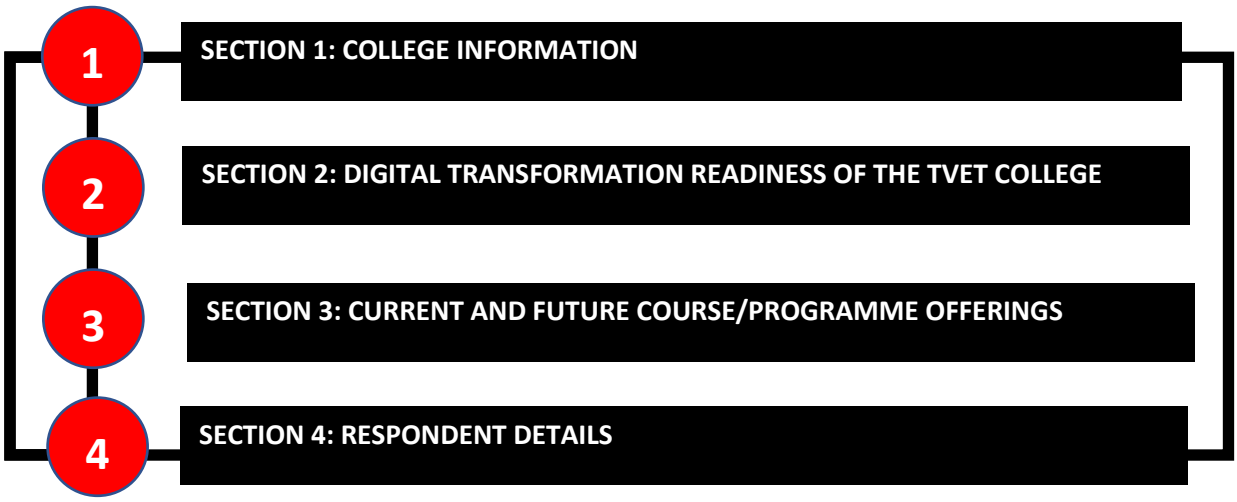
Table 1.6 (continued)
TVET college assessors by participatory campus

TVET College	No	Campus	n
Port Elizabeth TVET College	66	Russell Road Campus	6
	67	Struandale Campus/ Iqhayiya Campus	6
Sedibeng TVET College	68	Sebokeng Campus	1
	69	Vereeniging Campus	1
Sekhukhune TVET College	70	Apel Campus	2
	71	CN Phatudi Campus	1
South Cape TVET College	72	Beaufort West Campus	1
South West Gauteng TVET College	73	Molapo Campus	4
Taletso TVET College	74	Lehurutshe Campus	1
Thekwini TVET College	75	Cato Manor Campus	1
	76	Centec Campus	1
	77	Springfield Campus	1
Tshwane North TVET College	78	Mamelodi Campus	4
	79	Pretoria Campus	3
	80	Rosslyn Campus	3
	81	Soshanguve North Campus	1
	82	Soshanguve South Campus	1
	83	Temba Campus	2
Tshwane South TVET College	84	Atteridgeville Campus	2
	85	Centurion Campus	4
Umfolozi TVET College	86	Chief Albert Luthuli Campus	2
Umgungundlovu TVET College	87	Midlands Campus	1
Vuselela TVET College	88	Jouberton Campus	1
	89	Klerksdorp Campus	2
	90	Potchefstroom Campus	2
Western TVET College (Westcol)	91	Krugersdorp Campus	5
Total assessors			**219**

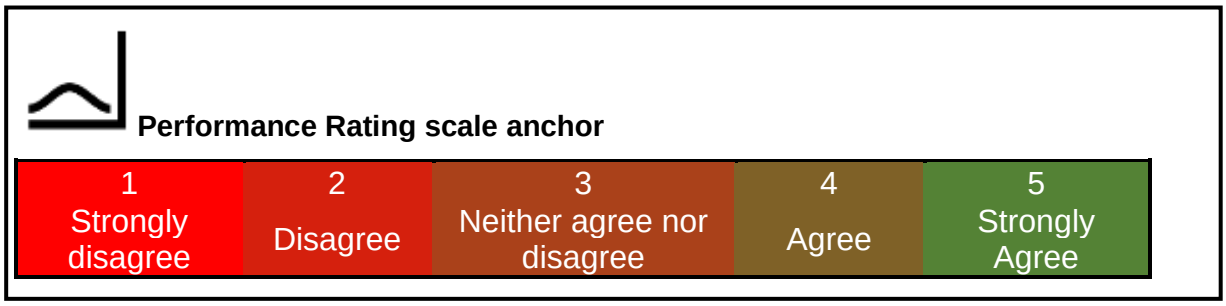
1.3 SELF-ASSESSMENT INSTRUMENT

The self-assessment focuses on the Digital Transformation Readiness of Technical and Vocational Education and Training (TVET) colleges. In the TVET context, the term '**Digital Transformation**' was defined as denoting the process of making use of new digital technologies or adapting existing digital technologies to meet changing teaching and learning expectations. Likewise, the term '**Digital Transformation Readiness**' in the TVET context referred to the increasing use of digital technologies for teaching and learning processes while making less use of non-digital teaching and learning technologies. Against this background, the assessment instrument was designed to include three distinct sections. **Section 1** of the assessment focussed on generic information from the assessors regarding the name and location of the TVET college. **Section 2**, which represented the major section of the assessment, included 92 statements related to the measurement of the Digital Transformation Readiness of TVET colleges. The level of digital performance achieved by TVET colleges to date, as well as the level of digital skills attained by most teachers/trainers and students, were also assessed at the end of Section 2. **Section 3** only applied to Deputy Principals Academic, Heads of Academic Departments, Campus Academic Heads, and Campus Academic and Programme Managers and focused on views regarding current and future priority course/programme offerings by TVET College. In summary, the assessment instrument was designed according to the four sections outlined in figure 1.2.

Figure 1.2
Digital Transformation Readiness Instrument - Major Sections



Section 2 of the assessment instrument contained the most critical part of the assessment which required from assessors to rate their level of agreement with each of the 92 statements used to measure the level of digital transformation readiness at varied institutional levels. For measurement purposes, a 5-point itemised rating scale was used as illustrated below.



As indicated above, assessors were requested to rate 92 statements defining varied levels of digital transformation levels across varied institutional levels. The 16 core measurement areas and number of items included in each category are displayed table 1.7.

Table 1.7
Digital Readiness Measurement Categories and Items

No	Digital Readiness Measurement categories	Number of items
1	Organizational culture and management commitment in place	9
2	ICT infrastructure in place	4
3	Digital strategy is in place	7
4	Planning has been conducted to implement the digital strategy	5
5	Digital transformation implementation plan has been formulated	9
6	Digital strategy and digital implementation plans have been implemented	8
7	Digital teaching and learning products, tools and technologies contribute to digital readiness	12
8	Digital competence among staff and students are in place	9

Table 1.7 (continued)
Digital Readiness Measurement Categories and Items

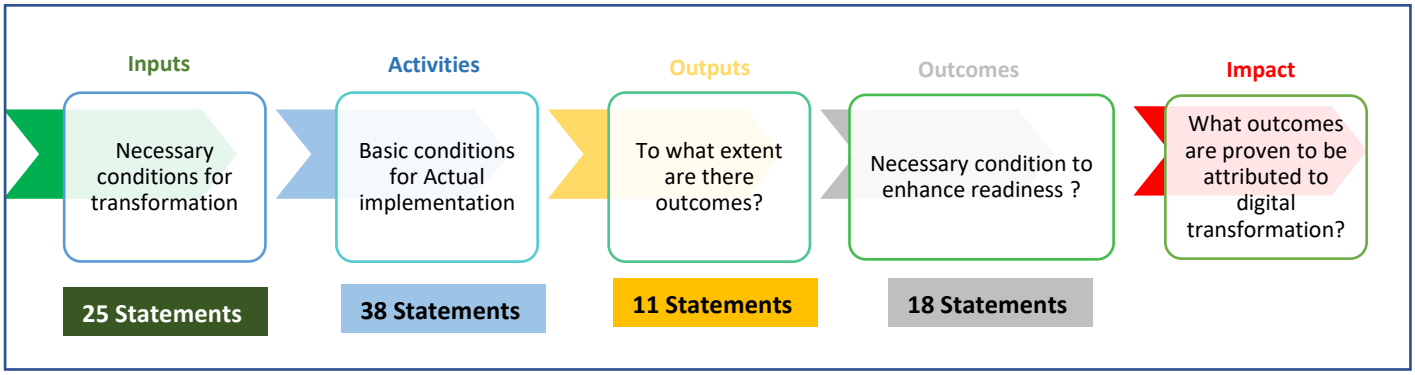
No	Digital Readiness Measurement categories	Number of items
9	Digital pedagogy is in place to contribute to digital readiness	4
10	Digital teaching and learning content in place	2
11	Processes, procedures and policies are in place	5
12	Value to be added and the positive impact of digital teaching contribute to digital readiness	5
13	Availability of digital teaching expertise in the institution contribute to digital readiness	4
14	Availability of a digital communication strategy in the institution contribute to digital readiness	3
15	Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	3
16	Digital teaching and learning spaces available to contribute to digital readiness	3
Total		**92**

1.3.1 Theory of change (TOC) framework model

After consolidating all exploratory work on the most suitable conceptual framework model to be used in designing the research model for the TVET study, a **Theory of Change (ToC)** framework model was finally adopted to construct the assessment instrument according to inputs, activities, outputs and outcomes stages, which also signified the key conditions for digital transformation, implementation and readiness. A ToC was adopted as it *explains how activities are understood to produce a series of results that contribute to achieving the final intended impacts*[3].

Figure 1.3 captures the key stages in the Theory of Change (ToC) model. The ToC logframe or pipeline model disaggregates varied stages of digital transformation readiness, defined by 16 key constructs and 92 variables (statements) used to measure the maturity of digital transformation readiness.

Figure 1.3
Theory of Change (ToC) Results Chain for Digital Transformation Readiness (DXR)



[3] Rogers, P., (2014), *Theory of Change,* United Nations Children's Fund (UNICEF).

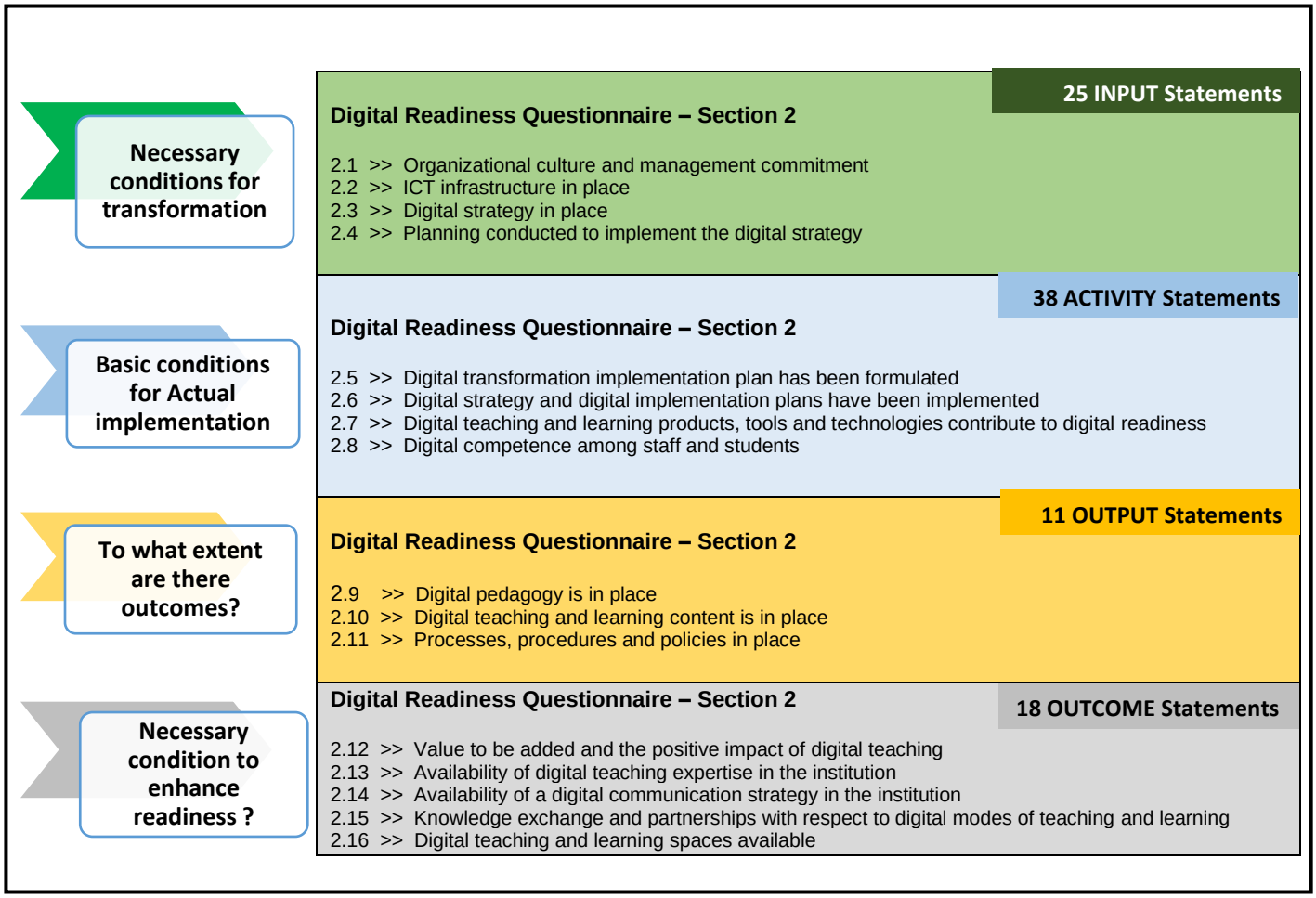
In terms of the Theory of Change shown above any transformation process (i.e. digital transformation) is a multi-stage process starting by putting in place the necessary conditions making transformation possible (input phase) followed by activities commencing the actual transformation (activities phase). During the next phase (outputs phase) of the Theory of Change the extent to which the transformation process already gave rise to certain transformation outputs being realized is being focused upon. The outputs phase is followed by the outcomes phase which focuses on the level to which transformation already permeated the institution and the level to which there are conditions in place to ensure that the transformed institution remain transformed and continue the transformation path. Finally, in the impact phase the impact of the transformation on the institution is being assessed with a specific focus on the level to which the new outcomes of the institution can be attributed to successful transformation.

In applying the Theory of Change (ToC) to the study under discussion a DXToC framework was developed in order to form the basis for the development of a ToC-based digital readiness tool as shown in the figure 1.4. In terms of the DXToC framework the different measures of the phases of a digital transformation readiness ToC are as follows:

- **Input phase**: The level to which some baseline conditions for digital transformation are in place including the level to which the organizational culture is facilitative towards digital transformation, the level to which there is visible management commitment to digital transformation, the extent to which an ICT infrastructure is in place to support digital transformation, whether there is a digital strategy in place or not and whether planning has been conducted in the institution in preparation for the implementation of the digital strategy.
- **Activities phase**: Some of the activities required to set the digital transformation process in motion is the formulation of a digital transformation implementation plan, the implementation of the digital strategy and digital implementation plan, the development of digital teaching and learning products, tools and technologies as well as the development of digital competence among staff and students.
- **Outputs phase**: To determine whether there has been some implementation of a digital transformation strategy it is important to determine whether some outputs have already been realized. Such outputs include inter alia whether digital pedagogies are in place, whether digital teaching and learning content is in place and whether digital teaching processes, procedures and policies are in place.
- **Outcomes phase**: In order to determine whether digital transformation outcomes have already been achieved which would signal a high level of readiness for digital transformation, it is important to determine whether value has already been added to the institution through digital transformation, whether digital transformation already had a positive impact of digital teaching, whether digital teaching expertise has been established in the institution, whether a digital communication strategy is already available in the institution, whether there is knowledge exchange and partnerships with respect to digital modes of teaching and learning and whether digital teaching and learning spaces are available.

Figure 1.4 expands the ToC by reflecting on the 16 main constructs at the input, activity, output and outcome layers.

Figure 1.4
Key ToC Constructs



1.3.2 Targeted assessment sections

Also, important to note is that not all sections of the assessment instrument were designed to be completed by all targeted stakeholder groups. Whereas section 2 of the assessment instrument was targeted at all data subjects, section 3 was only directed at Academic Deputy Principals, Heads, and Managers. The target audiences for the varied sections of the assessment instrument are displayed in exhibit 1.3.

Exhibit 1.3
Target audience for the varied sections of the assessment

Respondents / data subjects	Questionnaire			
	Section 1	Section 2	Section 3	Section 4
	30 MINUTES		15 minutes	
Principal	✓	✓	✗	✓
Deputy Principal Academic	✓	✓	✓	✓
Head of Academic Department	✓	✓	✓	✓
Head of Corporate Services	✓	✓	✗	✓
Campus Head	✓	✓	✗	✓
Campus Academic Head	✓	✓	✓	✓
Campus / Centre Manager	✓	✓	✗	✓
Campus Head of Department (HOD)	✓	✓	✗	✓
Campus Academic Manager	✓	✓	✓	✓
Programme Manager	✓	✓	✓	✓
Senior Academic staff	✓	✓	✗	✓
Senior Lecturer	✓	✓	✗	✓

1.3.3 Auxiliary research questions

The nature of the questions included in Section 3 of the assessment instrument primarily targeted the "academic" population to provide views on the following auxiliary matters:

- The priority (top-in demand) programmes/courses currently offered by TVET Colleges to meet local industry demands for technical and vocation skills development
- Priority programmes/courses currently offered by TVET Colleges to meet the learning needs of female students.
- Level of change (increase, decrease, unchanged) in overall course enrolments of females during the past three years (2019-2021).
- Level of change (increase, decrease, unchanged) in the share of Science, Technology, Engineering or Mathematics (STEM) course enrolments from female learners during the past three years (2019-2021).
- The priority programmes/courses currently offered by TVET Colleges to develop critical digital skills and 4IR competencies for future technical and vocational occupations.
- Main local economic sectors being prioritized by TVET Colleges to develop critical digital skills and 4IR competencies for future technical and vocational occupations.
- Current priority courses/programmes being planned or developed by TVET Colleges to address future in-demand digital skills required by the job market.
- Current methodology being applied by the TVET college to determine future-in-demand digital skills needs of industry.
- Most recent business partnerships or relationships established by TVET Colleges to support workplace learning and placements and the development of future technical and vocational digital skills and competencies, given the future digital skills and 4IR demands of the local industry.
- Priority digital skills most crucial to the future of work.

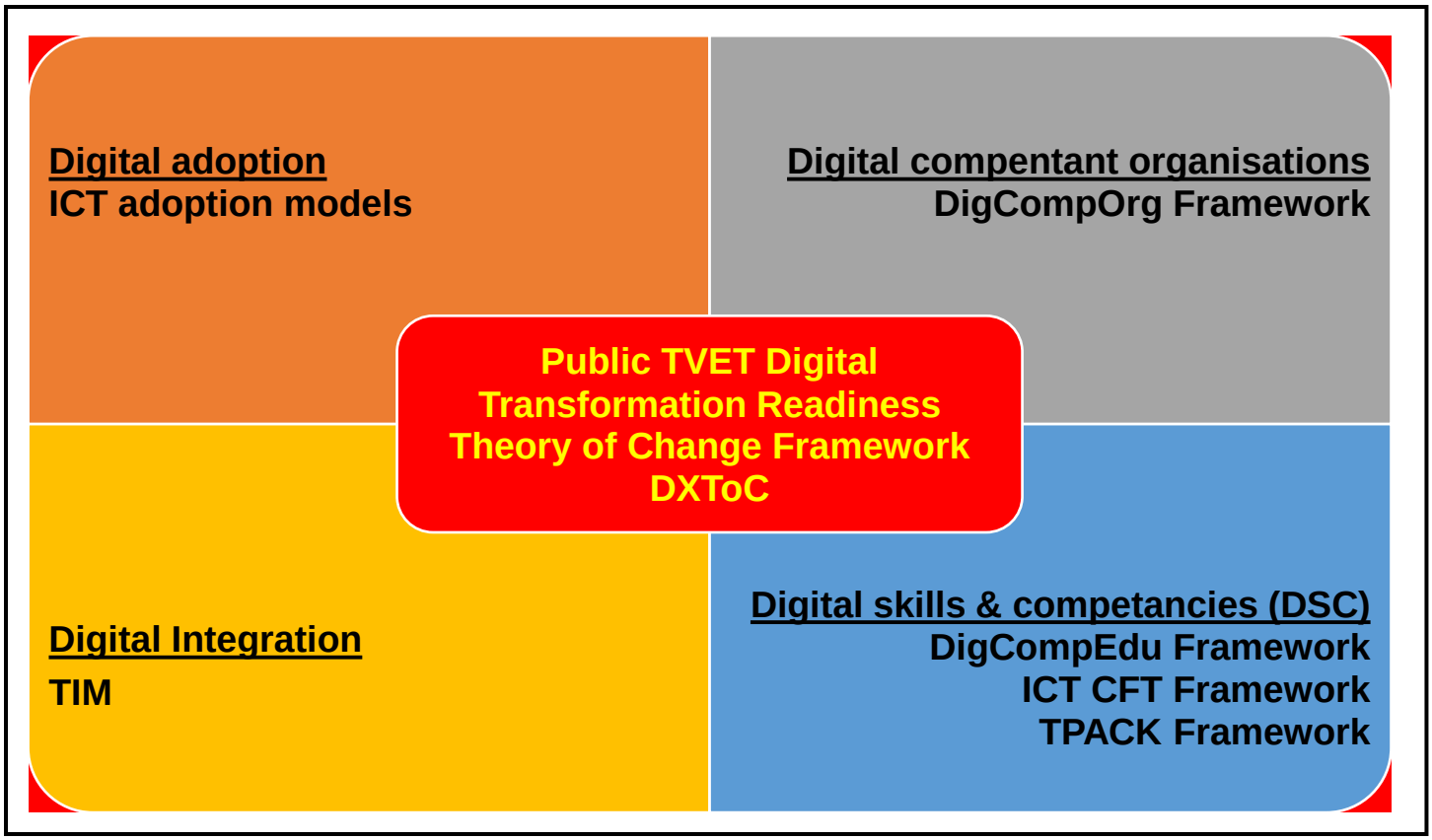
1.3.4 Online web-based assessment

Following the design of the Digital Transformation Readiness instrument, configured according to the ToC as shown in figures 1.3 and 1.4 above, the assessment instrument was transformed into an online web-based survey format, which supported the adoption of and preference for a self-administrated assessment approach. This approach was prioritized to primarily mitigate the potential risk of any COVID-19 contamination. In fact, the prevailing COVID-19 out ruled any interviewer-aided face-to-face assessments for this study.

1.4 CONCEPTUAL FRAMEWORK & MODEL RELIABILITY

For the Digital Transformation (DX) Readiness of TVET colleges, several framework models have been explored during the secondary research phase and finally integrated to design a local conceptual framework suitable to measure the maturity of digital readiness of public TVET colleges in South Africa. Due to many of the frameworks primarily being designed in Europe, the DXToC matrix displayed in figure 1.5 captures the construction of the framework after adapting existing models to align with local circumstances.

Figure 1.5
DXToC Conceptual Framework



It is evident the DXToC framework image that the following constituted key frameworks in developing the local model:

- European Framework for Digitally-Competent Educational Organisations – DigCompOrg.
- European Framework for the Digital Competence of Educators – DigCompEdu.
- UNESCO ICT Competency Framework for Teachers - ICT CFT.

- Technological Pedagogical Content Knowledge Framework – TPACK.
- Technology Integration Matrix – TIM.
- ICT adoption models.

To understand the rationale for the selection of these frameworks, a brief discussion of each is presented in the sub-sections below. These frameworks proved to be the most important existing and relevant ones on which the local framework design was based using a mixture of the digital adoption, integration and transformation elements being identified in previous international research publications.

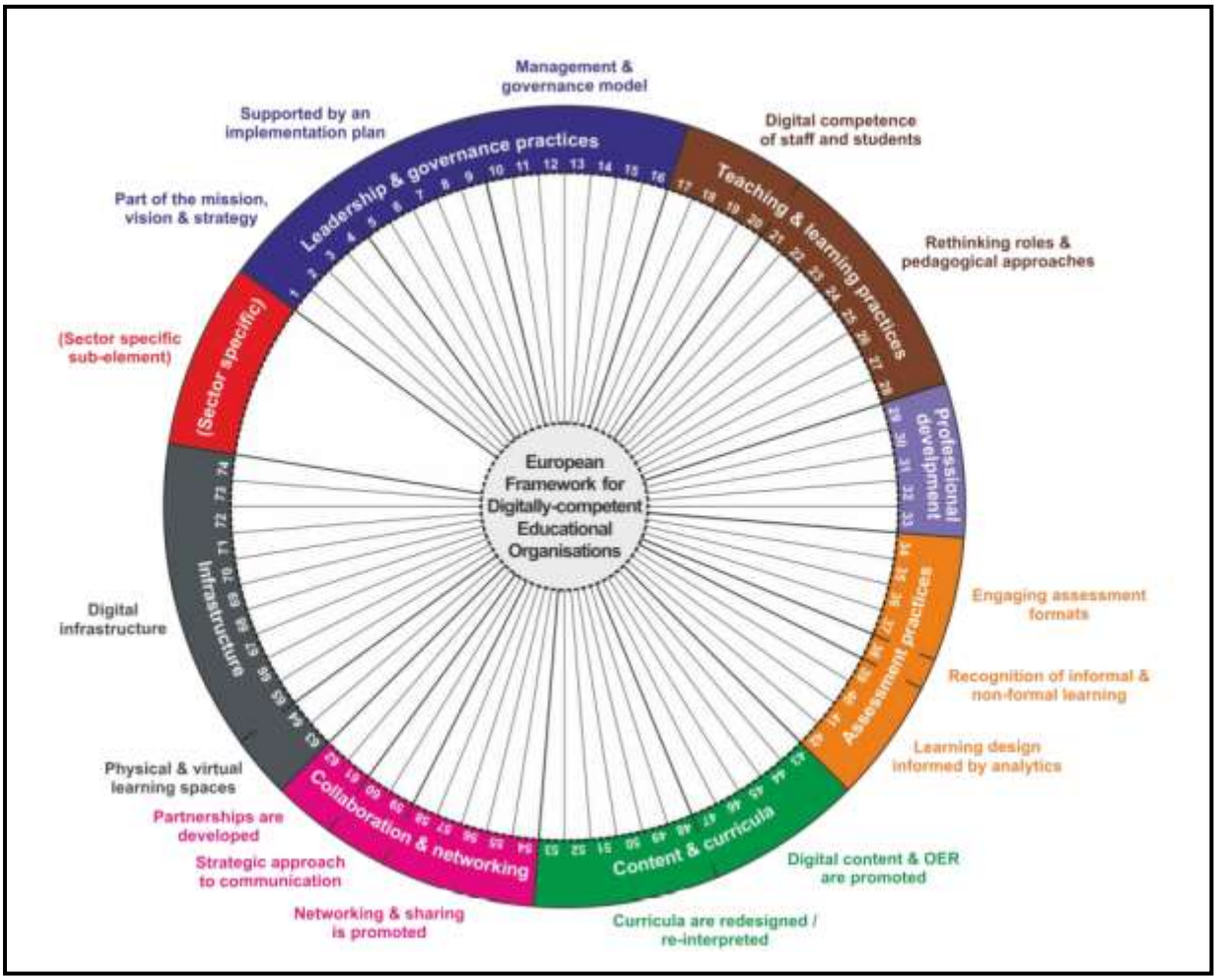
1.4.1 A European Framework for Digitally Competent Educational Organisations - DigCompOrg[4]

The Framework, which is a pan-European reference framework, is valuable in its own right because it can be used by educational organisations (i.e. primary, secondary and VET schools, as well as higher education institutions) to guide a process of self-reflection on their progress towards comprehensive integration and effective deployment of digital learning technologies. DigCompOrg can also be used as a strategic planning tool for policymakers to promote comprehensive policies for the effective uptake of digital learning technologies by educational organisations at regional, national and continental level.

The DigCompOrg framework has seven key elements and fifteen sub-elements that are common to all education sectors. There is also scope for the addition of sector-specific elements and sub-elements. For each of the elements and sub-elements of DigCompOrg, a number of descriptors were developed (74 in total). Diagrammatically, the elements, sub-elements and descriptors of DigCompOrg are presented in figure 1.6 as the sectors of a circle, with an emphasis on their inter-relatedness and inter-dependence.

[4] Kampylis, P., Punie, Y. & Devine, J. (2015); Promoting Effective Digital-Age Learning - A European Framework for Digitally-Competent Educational Organisations; EUR 27599 EN; doi:10.2791/54070.

Figure 1.6
DigCompOrg Framework



1.4.2 DigiCompOrg synopsis

Digital learning technologies, in the context of DigCompOrg, constitute a key enabler for educational organisations, which can support their efforts to achieve their particular mission and vision for quality education. Deep, as distinct from superficial, integration of digital technologies requires significant educational innovation and implies a process of planning for change on three basic dimensions, namely:

(i) pedagogical,
(ii) technological, and
(iii) organisational.

Furthermore, DigCompOrg provides a comprehensive and generic conceptual framework that reflects all aspects of the process of systematically integrating digital learning in educational organisations from all education sectors. It is adaptable to the particular contexts within which educational organisations, intermediaries or project developers operate (e.g., sector-specific elements, sub-elements or descriptors may be added). The primary purposes of DigCompOrg are:

(i) to encourage self-reflection and self-assessment within educational organisations as they progressively deepen their engagement with digital learning and pedagogies; and

(ii) to enable policy makers (at local, regional, national and international level) to design, implement and appraise programmes, projects and policy interventions for the integration of digital learning technologies in Education and Training systems.

DigCompOrg is designed to focus mainly on the teaching, learning, assessment and related learning support activities undertaken by a given educational organisation. As such, it is not intended to address the full range of administrative and management information systems that may be in use within the organisation. DigCompOrg includes elements, sub-elements and descriptors that may be regarded as linked to 'organisational responsibilities' (e.g., Infrastructure) or to 'individual responsibilities' (e.g., Teaching and Learning practices). This reflects the fact that a digitally-competent educational organisation needs a balanced combination of strong leadership and governance (for vision and top-down strategies) and staff and stakeholders capable of taking personal responsibility (for self-initiated actions and bottom-up efforts and initiatives).

The elements of DigCompOrg apply to education organisations from all sectors, inclusive of higher education institutions such as Universities, University Colleges and Technical and Vocational colleges. For DigCompOrg to be operationalised, it was necessary to fine-tune the elements, sub-elements and descriptors to precisely match the particularities of TVET Colleges. This approach was implemented during the construction of the DXToC framework which was designed for South African circumstances. As indicated, the DigCompOrg was used flexibly in combination with other frameworks and tools to adapt to the research needs and specifications to meet local circumstances. For the purpose of the study the DigCompOrg framework was used as basis for the development of a South African framework and self-assessment DX readiness assessment tool to promote more effective integration of digital technologies in the TVET sector of South Africa. This initiative relates to the views expressed by Kentaro Toyama[5] which states that '*technology's primary effect is to amplify human forces, so in education, technologies amplify whatever pedagogical capacity is already there*'. The digital/pedagogical capacity of educational organisations can be developed or enhanced by using tools like the DX Readiness ToC model which is based on the DigCompOrg framework and adopted for the study. This tool has presented an ideal opportunity to allow TVET colleges to reflect on their own state of development and competence in the use of digital learning technologies and to plan further improvements.

1.4.3 European Framework for the Digital Competence of Educators (DigCompEdu)[6]

As the teaching professions face rapidly changing demands, educators require an increasingly broad set of competencies. The omnipresence of digital devices and the responsibility towards students to become digitally competent requires educators to develop their own digital competence. The European Framework for the Digital Competence of Educators (DigCompEdu) aims to capture these educator-specific digital competences. The framework is directed towards educators at all levels of education, from early childhood to higher and adult education, including general and vocational training, special needs education, and non-formal learning contexts. It aims to provide a general reference frame for developers of Digital Competence models, such as governments, educational organisations, and public or private professional training providers.

The European Framework for the Digital Competence of Educators (DigCompEdu) is a second framework which served as an input to design the DX Readiness framework model for South Africa. DigCompEdu bears relevance to the scope of the study and presented a scientifically sound framework describing what it means for educators to be digitally competent. Although

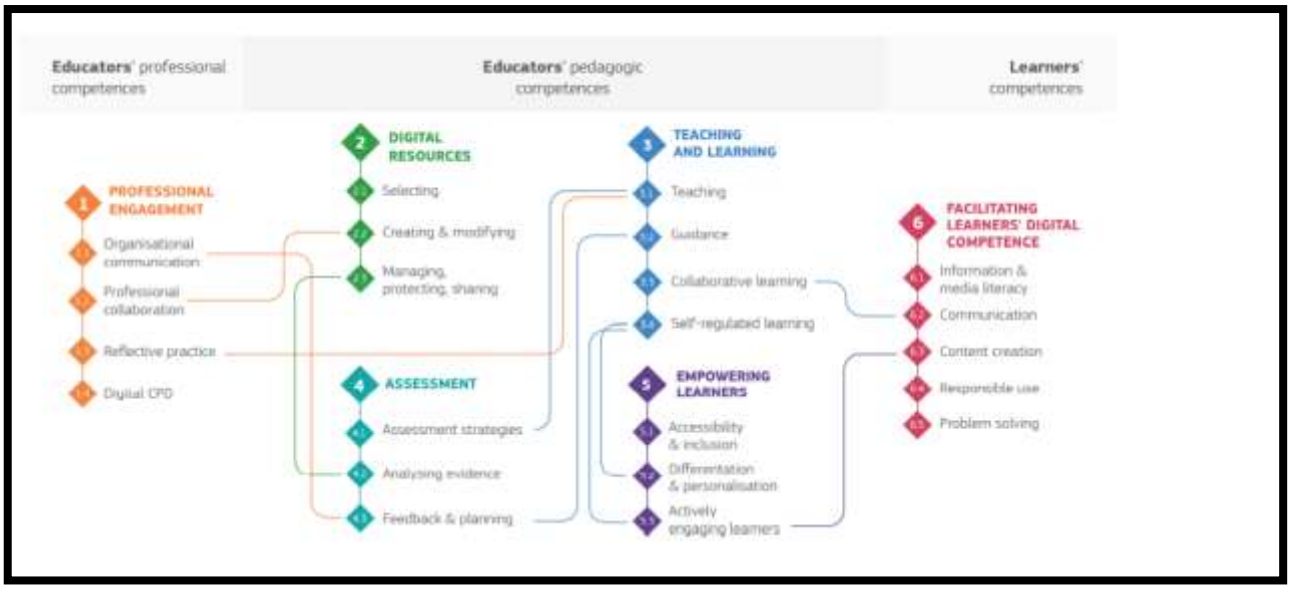
[5] Why Technology Alone Won't Fix Schools - The Atlantic. https://www.theatlantic.com/education/archive/2015/06/why-technology-alone-wont-fix-schools/394727/
[6] DigCompEdu (europa.eu) https://joint-research-centre.ec.europa.eu/digcompedu_en

it provides a general reference frame to support the development of educator-specific digital competences in Europe, it bears relevance to the TVET college DX readiness assessment model. More specifically, DigCompEdu details 22 competences organised in six areas or levels along which educators' digital competence typically develops. These include:

- Area 1, which focuses on the professional environment.
- Area 2, which focuses on sourcing, creating and sharing digital resources.
- Area 3, which focuses on managing and orchestrating the use of digital tools in teaching and learning.
- Area 4, which focuses on digital tools and strategies to enhance assessment.
- Area 5, which focuses on the use of digital tools to empower learners.
- Area 6, which focuses on facilitating learners' digital competence.

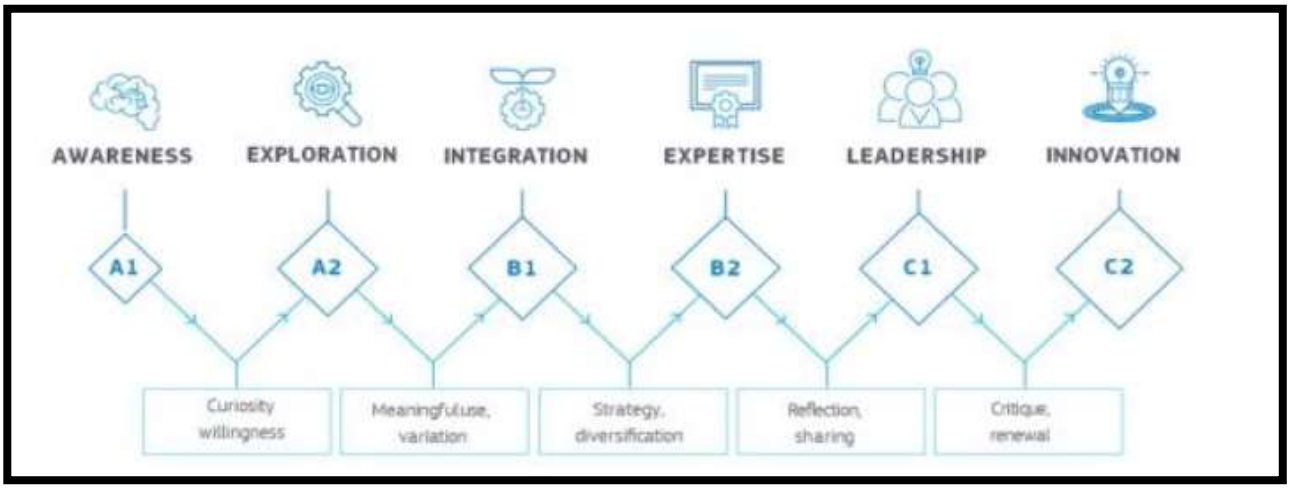
Areas 2 to 5 form the pedagogical core of the framework. They detail the competences educators need to possess to foster effective, inclusive and innovative learning strategies, using digital tools. The focus is not on technical skills. Rather, the framework aims to detail how digital technologies can be used to enhance and innovate education and training. An overview of the DigCompEdu framework is illustrated in figure 1.7.

Figure 1.7
Overview of DigCompEdu framework



To encourage take-up, it is proposed by the developers of the DigCompEdu framework to also refer to proficiency levels using motivating role descriptors. As depicted in figure 1.8, these can, however, be mapped onto the proficiency levels used by the Common European Framework of Reference for Languages (CEFR), ranging from A1 (Newcomer) to C2 (Pioneer).

Figure 1.8
DigCompEdu proficiency levels



In general, and for clarity, the following characterisations apply in the DigCompEdu framework:

- **Newcomers (A1)** have had very little contact with digital tools and need guidance to expand their repertoire. Newcomers are aware of the potential of digital technologies for enhancing pedagogical and professional practice. However, they have had very little contact with digital technologies and use them mainly for lesson preparation, administration or organisational communication. Newcomers need guidance and encouragement to expand their repertoire and to apply their existing digital competence in the pedagogical realm.
- **Explorers (A2)** have started using digital tools without, however, following a comprehensive or consistent approach. Explorers need insight and inspiration to expand their competencies. Explorers are aware of the potential of digital technologies and are interested in exploring them to enhance pedagogical and professional practice. They commenced using digital technologies in some areas of digital competence, without, however, following a comprehensive or consistent approach. Explorers need encouragement, insight and inspiration, i.e. through the example and guidance of colleagues, embedded in a collaborative exchange of practices.
- **Integrators (B1)** use and experiment with digital tools for a range of purposes, trying to understand which digital strategies work best in which contexts. Integrators experiment with digital technologies in a variety of contexts and for a range of purposes, integrating them into many of their practices. They creatively use them to enhance diverse aspects of their professional engagement. They are eager to expand their repertoire of practices. They are, however, still working on understanding which tools work best in which situations and on fitting digital technologies to pedagogic strategies and methods. Integrators just need some more time for experimentation and reflection, complemented by collaborative encouragement and knowledge exchange to become *Experts*.
- **Experts (B2)** use a range of digital tools confidently, creatively and critically to enhance their professional activities. They continuously expand their repertoire of practices. Experts use a range of digital technologies confidently, creatively and critically to enhance their professional activities. They purposefully select digital technologies for particular situations and try to understand the benefits and drawbacks of different digital strategies. They are curious and open to new ideas, knowing that there are many things they have not tried out yet. They use experimentation as a means of expanding, structuring and consolidating their repertoire of strategies. Experts are the backbone of any educational organisation when it comes to innovating practice.

- **Leaders (C1)** rely on a broad repertoire of flexible, comprehensive and effective digital strategies. They are a source of inspiration for others. Leaders have a consistent and comprehensive approach to using digital technologies to enhance pedagogic and professional practices. They rely on a broad repertoire of digital strategies from which they know how to choose the most appropriate for any given situation. They continuously reflect on and further develop their practices. Exchanging with peers, they keep updated on new developments and ideas. They are a source of inspiration for others, to whom they pass on their expertise.
- **Pioneers (C2)** question the adequacy of contemporary digital and pedagogical practices, of which they themselves are experts. They lead innovation and are a role model for younger teachers. Pioneers question the adequacy of contemporary digital and pedagogical practices, of which they themselves are *Leaders*. They are concerned about the constraints or drawbacks of these practices and driven by the impulse to innovate education even further. Pioneers experiment with highly innovative and complex digital technologies and/or develop novel pedagogical approaches. Pioneers are a unique and rare species. They lead innovation and are a role model for younger teachers.

Again, the elements and dimensions of the DigCompEdu framework were considered as inputs in conceptualizing and designing the DX Readiness ToC framework model for TVET colleges in South Africa.

1.4.4 ICT CFT – the UNESCO ICT Competency Framework for Teachers[7]

UNESCO has also developed the ICT Competency Framework for Teachers (ICT CFT) as a tool to guide pre- and in-service teacher training on the use of ICTs across the education system. The ICT CFT is intended to be adapted to support national and institutional goals by providing an up-to-date framework for policy development and capacity building in this dynamic area. More specifically and studied while developing the DX Readiness ToC framework for TVET colleges in South Africa, the ICT CFT (Version 3) was most relevant for responding to recent technological and pedagogical developments in the field of ICT and Education. The ICT CFT incorporates in its structure inclusive principles of non-discrimination, open and equitable information accessibility, and gender equality in the delivery of education supported by technology. It addresses the impacts of recent technological advances on education and learning, such as Artificial Intelligence (AI), Mobile Technologies, the Internet of Things (IoT) and Open Educational Resources (OERs), to support the creation of inclusive Knowledge Societies. The added value of ICT CFT is that framework has been developed in partnership with industry leaders and global subject experts which typifies the framework as an international Framework that sets out the competencies required to teach effectively with ICT and intends to inform teacher-training policies and programmes. The ICT CFT also assumes a working knowledge of the benefits of ICT in education and encourages contextualization and adaptation of teacher professional development as relevant. The framework also emphasizes that teachers, in addition to having ICT competencies and the ability to develop these in their students, must be able to use ICT to help students become collaborative, problem-solving, creative learners and innovative and engaged members of society.

The ICT CFT consists of 18 competencies organized according to the six aspects of teachers' professional practice, over three levels of teachers' pedagogical use of ICT. The underlying idea is that teachers who have competencies to use ICT in their professional practice will deliver quality education and ultimately be able to effectively guide the development of

[7] UNESCO 2018 United Nations Educational, Scientific and Cultural Organization. 2018. UNESCO ICT Competency Framework for Teachers.

students' ICT competencies. The six aspects of a teacher's professional practice addressed are:

(i) Understanding ICT in Education Policy.
(ii) Curriculum and Assessment.
(iii) Pedagogy.
(iv) Application of Digital Skills.
(v) Organization and Administration.
(vi) Teacher Professional Learning.

The ICT CFT is organized over three successive stages or levels of a teacher's development in making pedagogical use of ICT. The first level is **Knowledge Acquisition**,1 where teachers acquire knowledge about using technology and basic ICT competencies. The Knowledge Acquisition level demands that teachers be aware of the potential benefits of ICT in the classroom and within national policies and priorities be able to manage and organize the school's ICT investments and use technology to embark on lifelong learning and further professional development. Teachers who have mastered the competencies in the Knowledge Acquisition level can:

- articulate how their classroom practices correspond to and support institutional and/or national policy;
- analyse curriculum standards and identify how ICT can be used pedagogically to support attainment of the standards;
- make appropriate ICT choices to support specific teaching and learning methodologies;
- identify the functions of hardware components and common productivity software applications, and be able to use them;
- organize the physical environment to ensure technology supports different learning methodologies in an inclusive manner; and
- use ICT to support their own professional development.

The second level is **Knowledge Deepening**, where teachers acquire ICT competencies that enable them to facilitate learning environments that are student-centred, collaborative and cooperative in nature. Teachers are also able to link policy directives with real action in the classroom, have the capacity to build technology plans to maintain the school ICT assets, and forecast future needs. In addition, teachers can study further by linking to national and global teacher networks. Teachers who have mastered the competencies in the Knowledge Deepening level can:

- design, modify and implement classroom practices that support institutional and/or national policies, international commitments (e.g. UN Conventions), and social priorities;
- integrate ICT across subject content, teaching and assessment processes, and grade levels, and create a conducive ICT-enhanced learning environment where students, supported by ICT, demonstrate mastery of curriculum standards.
- design ICT-supported project-based learning activities and use ICT to facilitate students to create, implement and monitor project plans, and solve complex problems.
- blend varied digital tools and resources to create an integrated digital learning environment to support students' higher-order thinking and problem-solving skills.
- use digital tools flexibly to facilitate collaborative learning, manage students and other learning partners, and administer the learning process.
- use technology to interact with professional networks to support their own professional development.

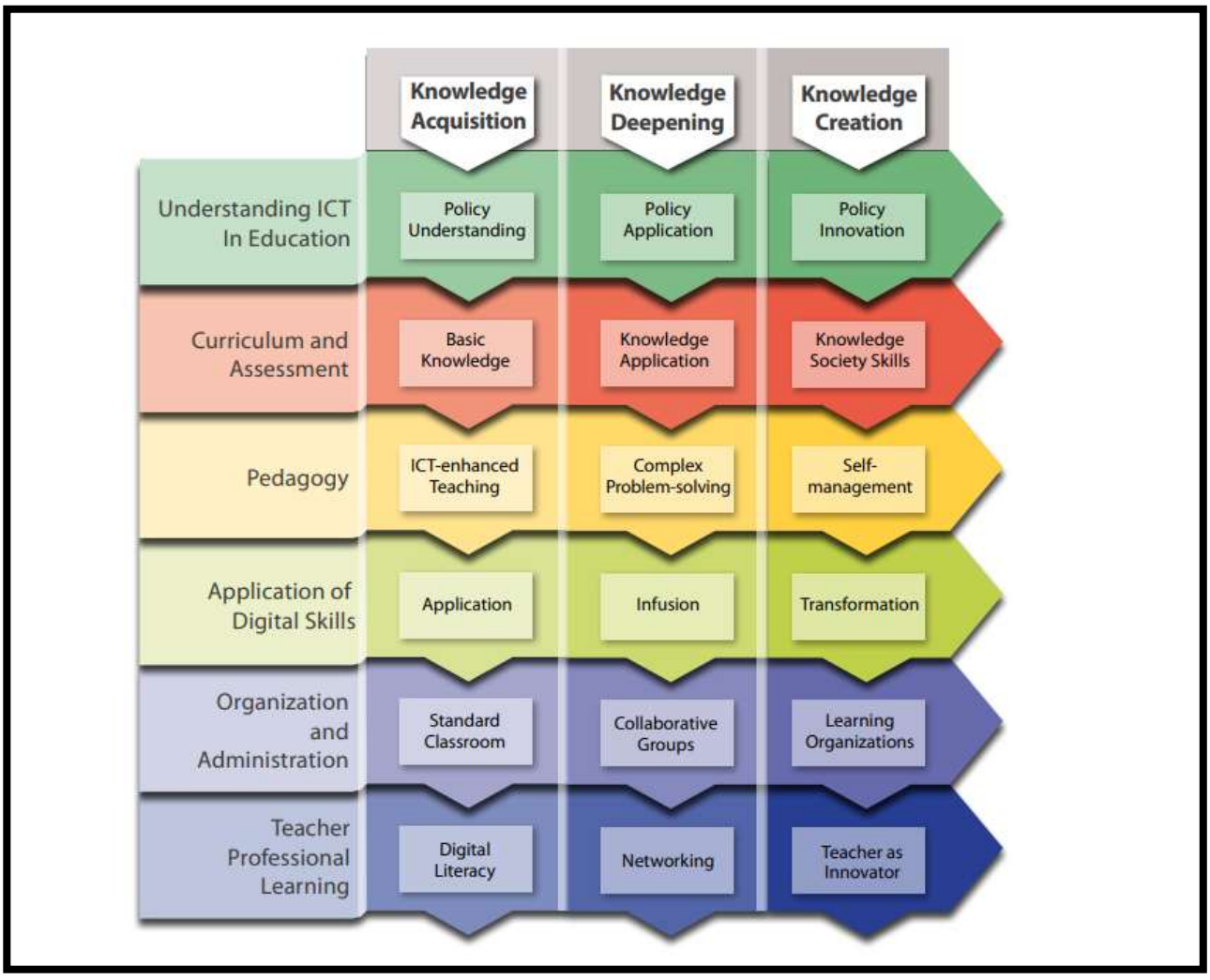
The third level is **Knowledge Creation**, where teachers acquire competencies that encourage them to model good practice and set up learning environments that encourage students to create the kind of new knowledge required for more harmonious, fulfilling and prosperous

societies. Teachers who have mastered the competencies in the Knowledge Creation level can:

- critique institutional and national education policies alike, suggest revisions, design improvements and speculate on the impact of these changes;
- determine how best to incorporate student-centred and collaborative learning to ensure mastery of multidisciplinary curriculum standards;
- while determining learning parameters, encourage student self-management in student-centred and collaborative learning;
- design knowledge communities and use digital tools to support pervasive learning;
- play a leadership role in devising a technology strategy for their school to turn it into a learning organization; and
- continually develop, experiment, coach, innovate, and share best practice to determine how the school can best be served by technology.

Figure 1.9 illustrates how the three levels – Knowledge Acquisition, Knowledge Deepening and Knowledge Creation – and the six educational aspects interact and support one another. At the intersection of each level and aspect is one of the 18 teacher ICT competencies.

Figure 1.9
The UNESCO ICT Competency Framework for Teachers



The description of the ICT CFT Version 3 framework served to highlight the value of studying this framework, which proved to be most valuable in understanding ICT competencies required to make pedagogical use of ICTs.

1.4.5 Technological Pedagogical Content Knowledge Framework - TPACK[8]

The TPACK framework developed by Punya Mishra and Matthew J. Koehler's (2006) focuses on technological knowledge (TK), pedagogical knowledge (PK), and content knowledge (CK) and offers a productive approach to many of the dilemmas that teachers face in implementing educational technology (edtech) in their classrooms.

Content Knowledge (CK) describes teachers' own knowledge of the subject matter. CK may include knowledge of concepts, theories, evidence, and organizational frameworks within a particular subject matter; it may also include the field's best practices and established approaches to communicating this information to students. CK will also differ according to discipline and grade level – for example, middle-school science and history classes require less detail and scope than undergraduate or graduate courses, so their various instructors' CK may differ, or the CK that each class imparts to its students will differ.

Pedagogical Knowledge (PK) describes teachers' knowledge of the practices, processes, and methods regarding teaching and learning. As a generic form of knowledge, PK encompasses the purposes, values, and aims of education, and may apply to more specific areas including the understanding of student learning styles, classroom management skills, lesson planning, and assessments.

Technological Knowledge (TK) describes teachers' knowledge of, and ability to use, various technologies, technological tools, and associated resources. TK concerns understanding edtech, considering its possibilities for a specific subject area or classroom, learning to recognize when it will assist or impede learning, and continually learning and adapting to new technology offerings.

Pedagogical Content Knowledge (PCK) describes the same between pedagogical practices and specific learning objectives. It describes teachers' knowledge regarding foundational areas of teaching and learning, including curricula development, student assessment, and reporting results. PCK focuses on promoting learning and on tracing the links among pedagogy and its supportive practices (curriculum, assessment, etc.), and much like CK, will also differ according to grade level and subject matter. In all cases, though, PCK seeks to improve teaching practices by creating stronger connections between the content and the pedagogy used to communicate it.

Technological Content Knowledge (TCK) describes relationships and intersections among technologies and learning objectives. It describes teachers' understanding of how technology and content can both influence and push against each other. TCK involves understanding how the subject matter can be communicated via different edtech offerings and considering which specific edtech tools might be best suited for specific subject matters or classrooms.

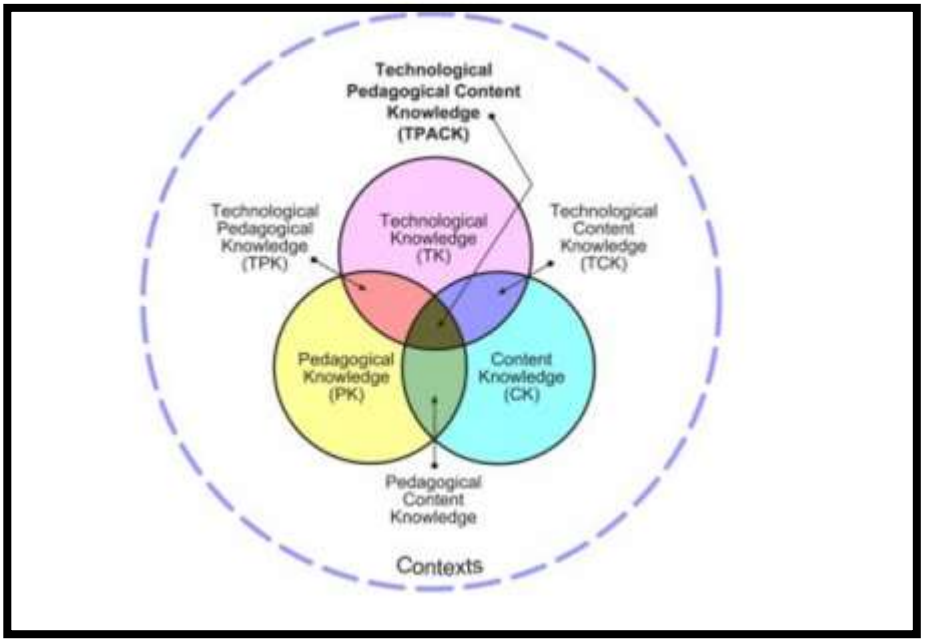
[8] Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teachers' knowledge. Teachers College Record, 108 (6), 1017–1054.

Technological Pedagogical Knowledge (TPK) describes relationships and interactions between technological tools and specific pedagogical practices. It describes teachers' understanding of how particular technologies can change both the teaching and learning experiences by introducing new pedagogical affordances and constraints. Another aspect of TPK concerns understanding how such tools can be deployed alongside pedagogy in ways that are appropriate to the discipline and the development of the lesson at hand.

Technological Content Knowledge (TCK) describes relationships and intersections among technologies and learning objectives. These triangulated areas then constitute TPACK, which considers the relationships among all three areas and acknowledges that educators are acting within this complex space.

By differentiating among these three types of knowledge, the TPACK framework outlines how content (what is being taught) and pedagogy (how the teacher imparts that content) must form the foundation for any effective edtech integration. This order is important because the technology being implemented must communicate the content and support the pedagogy in order to enhance students' learning experience. According to the TPACK framework, specific technological tools (hardware, software, applications, associated information literacy practices, etc.) are best used to instruct and guide students toward a better, more robust understanding of the subject matter. The three types of knowledge – TK, PK, and CK – are thus combined and recombined in various ways within the TPACK framework, which is illustrated in figure 1.10.

Figure 1.10
TPACK framework



Since its publication in 2006, TPACK has become one of the leading theories regarding edtech and edtech integration. Research and professional development activities both draw from it heavily because the complex constituents described above allow room for a range of specific educational circumstances. Any effective implementation of technology in the classroom requires acknowledgment of the dynamic, transactional relationship among content, pedagogy, and the incoming technology – all within the unique contexts of different schools, classrooms, and cultures. Factors such as the individual educator, the specific grade level,

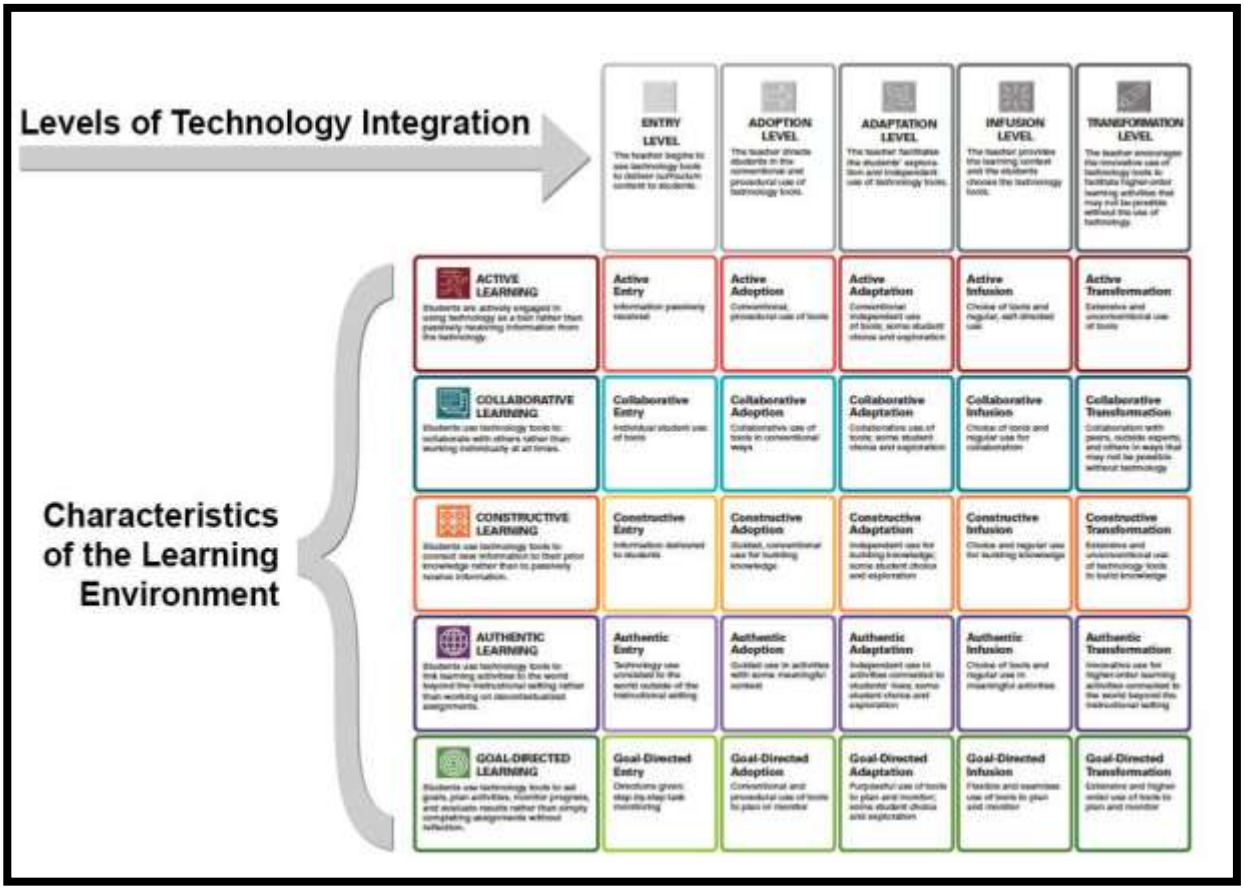
the class demographics, and more will mean that every situation will demand a slightly different approach to edtech integration. No one monolithic combination of content, pedagogy, and edtech will be applicable for every setting, and TPACK leaves room for researchers and practitioners to adapt its framework to different circumstances. Because it considers the different types of knowledge needed and how teachers themselves could cultivate this knowledge, the TPACK framework thus becomes a productive way to consider how teachers could integrate educational technology into the classroom. Then too, TPACK can also serve as a measurement of instructor knowledge, potentially impacting both training and professional development offerings for teachers at all levels of experience. Finally, the TPACK framework is useful for the ways in which it explicates the types of knowledge most needed in order to make technology integration successful in the classroom. Considering these benefits, this study found the TPACK framework beneficial to understand that instructional practices are best shaped by content-driven, pedagogically-sound, and technologically forward thinking knowledge. These were important considerations when developing the DXRToC assessment model.

1.4.6 Technology Integration Matrix (TIM)[9]

Developed by the Florida Centre for Instructional Technology (FCIT) in 2005, the TIM is now in its third edition since 2019. There are five characteristics of effective learning environments: Active, Collaborative, Constructive, Authentic, and Goal-Directed. And there are five levels of technology integration ranging from the Entry to the Transformation level. The Technology Integration Matrix (TIM) is a framework for instructional technology that aids teachers in using technology to enhance and transform learning. It uses a table to combine the learning environment with the level of technology integration, resulting in 25 different types of learning as illustrated in figure 1.11.

[9] The Technology Integration Matrix: A project of the Florida Centre for Instructional Technology. College of Education, University of South Florida, United States.

Figure 1.11
TIM Matrix



The Technology Integration Matrix (TIM) provides a sound framework for describing and targeting the use of technology to enhance learning. As displayed in figure 1.11, the TIM incorporates five interdependent characteristics of meaningful learning environments, namely active, collaborative, constructive, authentic and goal directed. These characteristics are associated with five levels of technology integration, namely entry, adoption, adaptation, infusion, and transformation. Together, the five characteristics of meaningful learning environments and five levels of technology integration create a matrix of 25 cells. As one moves along any row from left to right, the levels of technology integration increase from Entry up to Transformation. Also, important to note is that the TIM is not primarily about technology, namely it is rather about effective pedagogy. As one moves from left to right along the Matrix, one would note more active learning practices, more collaborative learning practices, etc.

1.4.7 Stages of ICT adoption in TVET[10]

The secondary research phase also considered the four stages of **ICT adoption** which includes emerging, applying, infusing, and transforming (Anderson, 2010). Two prominent dimensions, namely technology and pedagogy, form central features in the ICT adoption model as illustrated in figure 1.12. It is important to note that the four stages are not hierarchical. Rather, they provide guidance for teachers and curriculum leaders in TVET programmes to assess the existing level of ICT adoption by teachers in TVET institutions. By becoming aware of their own stage of ICT adoption, teachers can better plan their own professional learning trajectories and enhance the quality of their teaching in ICT enabled

[10] Anderson, J. 2010. ICT Transforming Education: Regional Guide. Bangkok, UNESCO.

learning environments. Figure 1.13 provides a more confined overview of the ICT adoption indicators to showcase the scope of ICT by TVET teacher's as well as outcomes for TVET teachers at each of the stages. The continuum demonstrated the rout of awareness of opportunities of ICTs to enhance TVET teaching and training (emerging stage) to the actual use of a rage of ICT tools with different pedagogies to create engaging and meaningful learning environments. These were critical stages to understand given that the goals of the study were to measure digital transformation readiness from an initial awareness level to a more advanced level where real transformation actually transpires.

Figure 1.12
ICT adoption stages

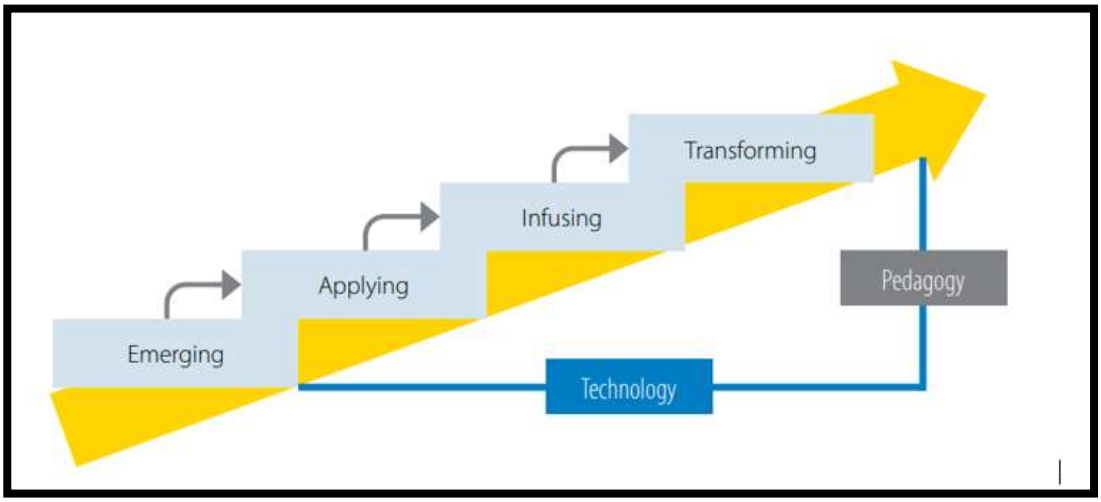


Figure 1.13
An overview of ICT adoption indicators

Stages of ICT adoption	Scope of ICT use by TVET teachers	Examples of the practical use of ICTs	Outcomes for TVET teachers	Resources available	Limitations
Emerging	Use of available ICT tools (and often limited ICT infrastructure and hardware)	Spreadsheet application to calculate assessment marks	Awareness of opportunities of ICTs to enhance TVET teaching and learning	Limited ICT infrastructure and hardware	Limited opportunities to apply the tools in courses or programmes
Applying	Use of ICT productivity tools for teaching and learning	ICT-enabled presentations with multimedia elements; Use of worksheets by students to record ideas	Awareness of opportunities offered by ICTs for TVET teaching and learning; Teachers seize opportunities but there is no change in the pedagogical strategies adopted by teachers in ICT-enabled learning environments	ICT infrastructure and hardware on campus in place	Teachers continue to act as the main drivers of learning
Infusing	Integration of ICT tools in lessons and courses to accommodate different learning needs	Virtual experiments conducted using digital mobile devices	Begin to use ICTs to support and empower students to monitor and manage their own learning	Necessary infrastructure and hardware are available to support ICT-enabled learning environments	Teachers are still the main organizers and initiators of teaching and learning activities
Transforming	Use of ICTs to support and empower students to monitor and manage their own learning; Teachers scaffold students' reflections on their learning processes and outcomes	Use of internet-enabled applications such as learning management systems and e-portfolio systems; Use of e-portfolios as a form of assessment for student internships	Use of a range of ICT tools with different pedagogies to create engaging and meaningful learning environments	Teachers have access to robust ICT infrastructure, hardware and resources, and a transformed curriculum	Teachers facilitate student learning that may be bound by available content and institutional resources

1.4.8 Digital transformation maturity[11]

Studying Kaleido Insights was also helpful in understanding how companies advance their digital transformation maturity through a research-based approach. Based on its research work, Kaleido Insights has identified five stages in digital transformation maturity, which are captured in the image below (figure 1.14).

Figure 1.14
Five stages of digital transformation maturity

To provide clarity, the five phases of digital transformation maturity can be described as follows:

- **Phase 1: Stunted Awareness:** The organization realizes that there is an existential need for digital transformation based on customer needs, competitors, and industry, but yet has not taken any actions to begin the process of digitalization. Companies who remain in this phase risk losing customers to exponentially growing competitors.
- **Phase 2: Distributed Experimentation:** Deliberate planning is underway, and some boundary-pushing digital experiments begin throughout the organization. They are conducted in disparate silos with disconnected goals, resources, and vision. The risk of staying in this state is a disjointed company both internally, and to the market.
- **Phase 3: Strategic Alignment:** A formalized digital transformation charter takes shape. It guides customer experience, data strategy, organizational structure, culture, all towards a shared vision for digitalization. Integration and investments remain limited. If companies fail to fund against a shared vision, morale will break down and talent will leave the institution.
- **Phase 4: Responsive Investment:** Leadership supports transformation with both a digital mandate and reactive resource allocation. The organization expends great efforts

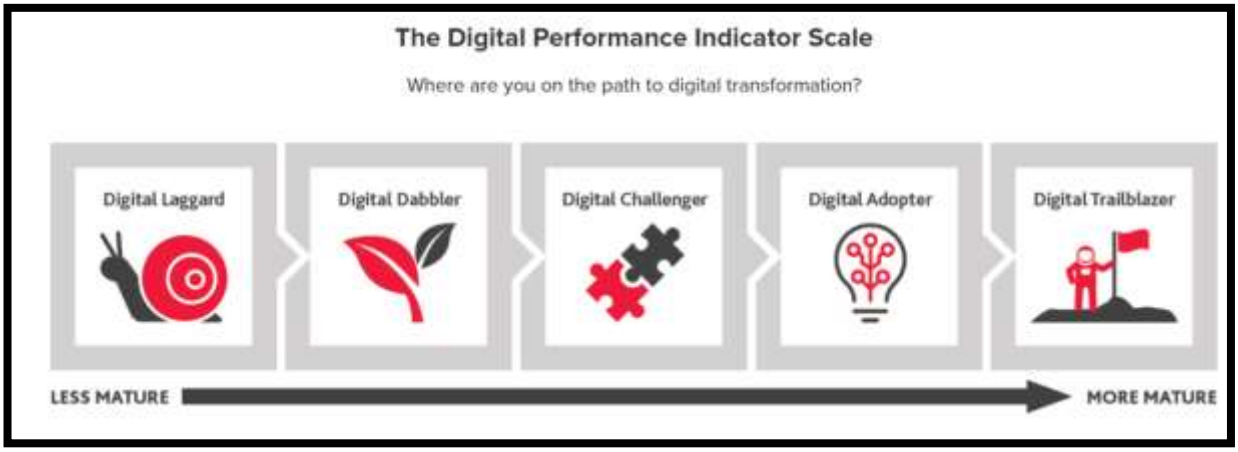
[11] Phases of Digital Transformation Maturity: from Stunted Awareness to Sustained Vitality - Kaleido Insights. https://www.kaleidoinsights.com/phases-of-digital-transformation-maturity-from-stunted-awareness-to-sustained-vitality/

to stay aligned across departments, pushing hard to stay current. Staying in this phase is straining, it can lead to systems breakages and employees burning out.

- **Phase 5: Sustained Vitality:** Company culture proactively evolves and disrupts itself, both internally and externally, enabling value formation across their ecosystem. Internally, it is using data to collaborate across all groups, enabling a nimble organization that is constantly innovating. Externally, it enables new business growth for partners, and has also established coalitions to accelerate market innovations. The result: continued, scalable growth, internally and with the extended ecosystem.

A complimentary illustration of digital transformation is displayed in the digital performance indicator image show in figure 1.15.

Figure 1.15
Digital Performance indicator scale



The exploration of the phases of digital maturity and the digital performance indicator scale provided valuable conceptual ideas, which were integrated in the final assessment instrument for measuring the digital transformation readiness of TVET colleges in South Africa.

1.4.9 Model reliability and internal consistency

It is important to note that the model represents an assessment configurated at an institutional level and not at individual levels. Although the key model design work featured organizational constructs to measure digital transformation readiness within a Theory of Change framework, salient elements at a distinct resource level (skills, competencies, ICT knowledge levels) were incorporated in the overall model. Critically important, is to mention that the model was constructed to support a self-assessment instrument which presented an ideal opportunity for TVET college staff to assess the digital transformation readiness of TVET colleges at a given point in time (start of 2022). Self-assessment measures lend themselves to objective assessment practices, but subjectivity cannot be out ruled, neither was this measured by this study. Self-assessment also has the potential of **acquiescence bias (or acquiescence response bias)**, which occurs when people are likely to agree with a statement to entice a more favorable situation than actually the case. In this case the status of the digital transformation readiness of a specific TVET college may overestimated. To prevent the risk of this systematic sampling errors, the assessment instrument was scientifically designed to produce statements preventing the risk of acquiescence bias. Confirmation of mitigating this risk is evident in the final dataset which was tested and cleared all reliability test standards.

The reliability of the data obtained by means of the survey data collection instrument was computed by using the Cronbach Alpha reliability statistics in the Statistical Package for the Social Sciences (SPSS). In essence, the Cronbach Alpha coefficient provides an indication of the reliability or internal consistency of the data obtained by means of the assessment instrument. Cronbach Alpha values (α) range between 0 and 1 and constitute a measure of internal consistency based on the average inter-item correlation. The TVET college digital transformation readiness study returned a Cronbach Alpha statistic of above 0.900, which reflects a highly reliable result. This satisfactorily outcome is displayed in table 1.8.

Table 1.8
Reliability and internal consistency statistics of research model

No	Digital Readiness Measurement categories	Reliability Statistics	
		Chronbach's Alpha (α)	Number of items
1	Organizational culture and management commitment in place	.933	9
2	ICT infrastructure in place	.218	4
3	Digital strategy is in place	.949	7
4	Planning has been conducted to implement the digital strategy	.882	5
5	Digital transformation implementation plan has been formulated	.954	9
6	Digital strategy and digital implementation plans have been implemented	.878	8
7	Digital teaching and learning products, tools and technologies contribute to digital readiness	.934	12
8	Digital competence among staff and students are in place	.931	9
9	Digital pedagogy is in place to contribute to digital readiness	.848	4
10	Digital teaching and learning content in place	.895	2
11	Processes, procedures and policies are in place	.906	5
12	Value to be added and the positive impact of digital teaching contribute to digital readiness	.921	5
13	Availability of digital teaching expertise in the institution contribute to digital readiness	.829	4
14	Availability of a digital communication strategy in the institution contribute to digital readiness	.837	3
15	Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	.907	3
16	Digital teaching and learning spaces available to contribute to digital readiness	.897	3
Overall reliability		**.986**	**92**

Also, the separate rating question aimed to measure the readiness of TVET colleges for digital transformation (5 items) also returned a high reliability statistic of α = 0.907. Likewise, the 2-item question designed to rate the current digital skills level of teachers and trainers and students, secured high reliability statistics (α = 0.946).

With reference to the ToC framework model, the reliability statistics for each stage of the digital transformation readiness process also show high levels of internal consistency as evident from the α-values displayed below.

No	Digital Readiness Measurement categories	Reliability Statistics	
		Chronbach's Alpha (α)	Number of items
1	Input construct	.950	25
2	Activity construct	.973	38
3	Output construct	.924	11
4	Outcomes construct	.955	18

These acceptable reliability statistics bodes well on the reliability and internal consistency of the conceptual model that was designed and is explained in more detail in the next section.

Except for reliability, the validity of the digital transformation construct used in this study was also determined. This was done by means of Principal Component Analysis which tests for the Construct Validity of a measuring instrument based on the results obtained from respondents by using it.

The results obtained by means of Principal Component Analysis with respect to the 92 digital transformation assessment items according to the ToC are as shown in table 1.9. It appears from the data that Principal Component loadings differed between 0.485 and 0.847 with an average Principal Component loading of 0.726. It further appears from table 1.9 that 94.4% of principal component loadings was in excess of 0.6 while 65.6% were in excess of 0.7. This shows a high level of construct validity because there are no factor loadings above 0.9 which could have been indicative of all questions measuring the same aspect of the construct repeatedly. The factor loadings are, however, much more balanced being spread between 0.485 and 0.726 indicating that the various variables explain fairly unique variance spaces with respect to digital transformation readiness as measured in a ToC framework.

Table 1.9
Principal Component Analysis

Validity measure	
Lowest principal component factor loading	0.485
Highest principal component factor loading	0.847
Average principal component factor loading	0.726
Percentage above 0.6 principal component factor loading	94.4%
Percentage above 0.7 principal component factor loading	65.6%
Percentage above 0.8 principal component factor loading	13.3%

1.5 PROJECT MANAGEMENT

The governance and management of the project was secured through the institution of a Project Steering Committee comprising of representatives of GIZ, DHET and the BMR. Besides the inception meeting, five progress meeting was concluded every second week of the project period.

Project Steering Committee Meetings	Scheduled date
Inception Meeting	12 January 2022
Progress Meeting 01	31 January 2022
Progress Meeting 02	18 February 2022
Progress Meeting 03	28 February 2022
Progress Meeting 04	11 March 2022
Progress Meeting 05	25 March 2022
Risk Mitigation Meetings	On demand

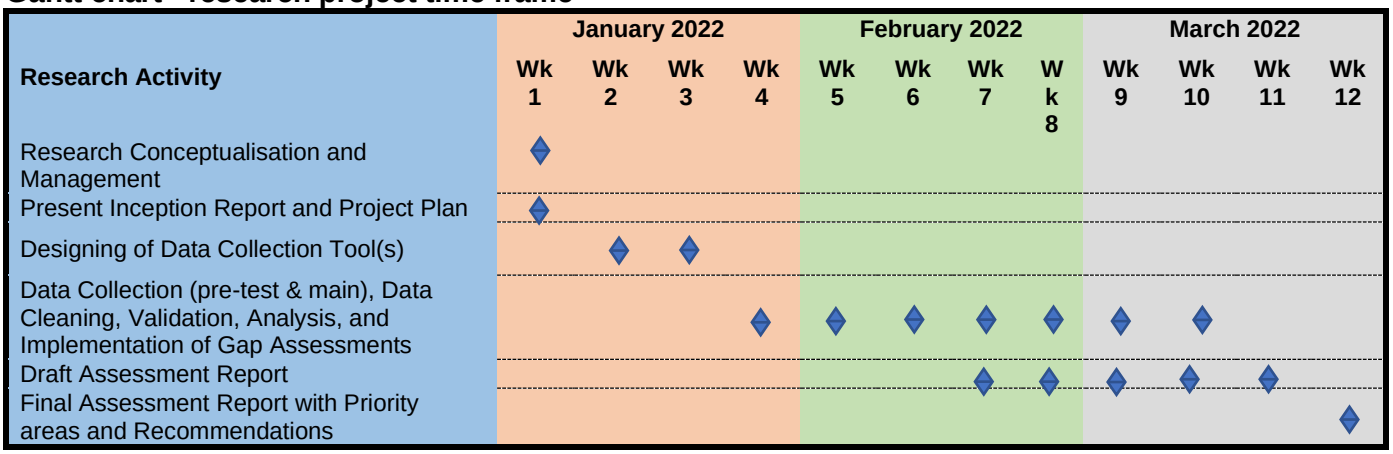
The aim of the inception meeting was to introduce the project team members and to share the inception report and to conduct project planning for the research study while the progress meetings were reserved to monitor the evolvement of the study every two-weeks.

As a risk mitigation strategy, meetings to deal with any problems were scheduled but were eventually not required due to sound project management and a stable research environment during the execution of the study.

The study started in January 2022 and was concluded in March 2022. The planning and inception phases were concluded in January 2022 while the survey period for the self-assessment was reserved for February 2022. The data analyses and report writing occurred in March 2022.

The entire timeline for the research project is showcased in exhibit 1.4, which illustrates that the project was implemented over a period of 12 weeks (60 working days).

Exhibit 1.4
Gantt chart - research project time frame



1.6 RESEARCH ETHICS

1.6.1 DHET clearance letter and permission

The Deputy Director-General of the Department of Higher Education and Training (DHET) granted permission to conduct the research in Technical and Vocational Education and Training (TVET) Colleges under the topic ‘’Digital transformation readiness assessment of TVET colleges”. DHET also advised the BMR to obtain permission from the data subjects (Executive Management, Senior Academic Staff, and senior academics) to partake in the self-assessment, which was adhered to. At the time of approaching TVET colleges, the BMR also adhered to a DHET request to supplement any correspondence regarding the assessment with a copy of the DHET permission letter as well as a copy of the DHET application form to conduct the research. Given the interest of the DHET in the scope of the research study, a request was expressed by the DHET to gain access to the research findings upon conclusion of the study.

1.6.2 DHET circular

To introduce the data subjects to the research study and extend an invitation to participate in the self-assessment, a DHET circular was distributed via the office of the DHET Deputy-Director General (DDG). The letter was directed to all TVET College Principals and Campus Managers. In turn, the circular was distributed to the Deputy-Principals: Corporate and Academic Services and Campus Managers via TVET Principal Offices.

1.6.3 DHET student statistics

A formal application by the BMR was submitted to DHET requesting student enrolment data by programme (programme title and type – NC(V), Occupational Qualifications and Skills Programme) for the period of 2019 to 2021 for the following selected cohorts:

- Gender
- Age
- Province
- TVET College and campus

The application for student rata was approved and provided to the BMR for independent analysis in support of the secondary research objectives of the research study.

1.6.4 BMR Research Ethics Clearance

Besides DHET permission, the Research Ethics Review Committee (RERC) of the Bureau of Market Research at the University of South Africa (Unisa) ethically cleared the study prior to circulating the invitation to participate to all data subjects. The value of the RERC is also based on the premise that the BMR is a corporate member of the Southern African Market Research Association (SAMRA) and complies with all ethical regulations regarding the protection of the safety of data subjects who participate in research. Also, considering the Protection of Personal Information Act (POPIA), the BMR guaranteed the protection of any personal information provided by the data subjects who were requested to consent to participate in the self-assessment study.

1.7 CONCLUSION

This chapter outlined the background, aim and scope of the study. The research methodology was explained as well as the construction of a Digital Transformation Readiness assessment instrument, which was based on a Theory of Change (ToC) framework model. The chapter also revealed that all 50 TVET colleges were included in the assessment that was completed by 280 TVET staff across various job levels, campuses and provinces. Besides high participation levels in the assessment, high levels of the data reliability and validity were found, which demonstrated high levels of internal consistence, inter-item correlation and construct validity in the DXR ToC framework model which was designed for the purpose of the study. Against this background, chapter two provides information on the results of the digital transformation readiness assessment. Chapter 3 builds on the discussions by focusing on the current and future course/programme offerings of TVET colleges as reported by academic managers and heads of TVET colleges. The discussions also address pertinent secondary research objectives, inclusive of an analysis of the student enrolment numbers of TVET colleges with a special focus on gender cohort analyses. Closely aligned with the topics included in the quantitative research study, the analyses in chapter 3 also feature an assessment of future vocational and technical skills needs and developments. The report is completed in chapter 4, which concludes with a summary and recommendations emerging from the overall digital transformation assessment of public TVET colleges in South Africa.

CHAPTER 2

ASSESSING THE DIGITAL TRANSFORMATION READINESS OF TVET COLLEGE

2.1 INTRODUCTION

This chapter focuses on section 2 of the digital transformation assessment instrument, which primarily focuses on an assessment of the digital transformation readiness of public TVET colleges in South Africa. The analyses follow a build-up approach and commences with basic frequency distribution analyses of the 16 digital transformation readiness levels and 92 dimensions. The analysis approach is also mixed with cluster analyses to identify leading or lagging levels and dimensions of digital transformation readiness. The voluminous data are being consolidated into a digital transformation readiness index rating and ranking analyses to identify the maturity levels of digital transformation across different levels and dimensions.

This approach was combined with the identification of priority TVET colleges which are recommended for priority intervention strategies. The chapter also proposes a case study approach for a selected TVET college and demonstrates how intervention strategies could be positioned to assist TVET colleges in their digital transformation journey. The analyses conclude with an assessment of the maturity of the digital transformation readiness of TVET colleges as well as an assessment of the digital skills levels of TVET college teachers/trainers and students, as evaluated by the 280 accessors. Whereas high levels of consistency, reliability and construct validity in the data were detected, the overall TVET college assessment is being regarded as most reliable. However, as traditionally the case with self-assessment studies, subjective views were noted in cases where single assessors from a TVET college were involved. In this regard it seems that the assessor who reviewed the Motheo TVET College was rather optimistic in his/her views regarding the digital transformation readiness and digital transformation achievements (including skills levels) of this college, when compared to the assessment ratings of the assessors who reviewed other TVET colleges. To deal with this possible bias and perceived subjectivity, a TVET college priority selection methodology has been designed to assist the GIZ when deciding on which TVET colleges to select for possible intervention strategies.

With these perspectives in mind, readers are cautioned not to overgeneralize when it comes to interpreting the outcomes at a TVET campus level, especially where notable differences are evident from the norm emerging from the overall TVET college digital transformation readiness assessment. Consequently, the bulk of the analyses focuses on an overall assessment of the public TVET college sector in South Africa, which in general revealed low levels of digital transformation and maturity and low digital skills levels which currently seem not to ensure sustainable digital transformation of technical and vocational education and training in South Africa.

2.2 ASSESSING THE DIGITAL TRANSFORMATION READINESS OF TVET COLLEGE

This section of the report is being regarding as the foundation of the analyses as it contains the bulk of the assessment criteria to measure the digital transformation readiness of TVET colleges. As mentioned in chapter 1, the DXR assessment model was designed to measure 16 distinct digital transformation readiness assessment levels. These are captured in exhibit 2.1. The varied levels illustrated in the exhibit constitute topic headings which were used when reporting on the assessment outcomes.

Exhibit 2.1
Digital transformation readiness assessment levels

Level 1	Organizational culture and management commitment
Level 2	ICT infrastructure
Level 3	Digital strategy
Level 4	Planning
Level 5	Digital transformation implementation plan formulated
Level 6	Digital strategy and digital implementation plans implemented
Level 7	Digital teaching and learning products, tools and technologies contribute to digital readiness
Level 8	Digital competence among staff and students in place
Level 9	Digital pedagogy is in place to contribute to digital readiness
Level 10	Digital teaching and learning content is in place to contribute to digital readiness
Level 11	Processes, procedures and policies are in place to contribute to digital readiness
Level 12	Value to be added and the positive impact of digital teaching contribute to digital readiness
Level 13	Availability of digital teaching expertise in the institution contribute to digital readiness
Level 14	Availability of a digital communication strategy in the institution contribute to digital readiness
Level 15	Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness
Level 16	Digital teaching and learning spaces available to contribute to digital readiness

2.2.1 Frequency distribution analyses

The reporting on assessment outcomes commences with frequency distributions which are displayed in table 2.1. The analyses resulted in an overall summary measure by capturing the frequency distributions (%) across the varied agreement levels (strongly disagree to strongly agree) used in the assessment model to gauge the level of agreement with the 92 statements designed to measure the level of readiness for digital transformation across varied institutional dimensions.

The volume of data is condensed in exhibit 2.2 by clustering the top 10 disagreement (disagree and strongly disagree ratings), agreement (agree and strongly agree ratings) and neutral (neither agree nor disagree) agreement ratings. The cluster analyses present an early display of those areas where TVET colleges are more or less confident in attaining the digital readiness levels across the 92 digital transformation dimensions included in the assessment instrument. From exhibit 2.2, it collectively seems that TVET colleges are **least in agreement** (also see figure 2.1) with the following levels of progress with respect to digital transformation readiness:

	Construct	Variable
1	ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.
2	Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.
3	ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.
4	Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.
5	Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.
6	Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.
7	Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.
8	Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.
9	Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.
10	Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.

In turn, it collectively seems that TVET colleges are **most in agreement** (also see figure 2.2) with the following developments regarding the level of progress in digital transformation readiness:

	Construct	Variable
1	Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.
2	Organizational culture and management commitment	Continuous change is part of our institution's culture.
3	Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.
4	Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.
5	ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.
6	ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.
7	Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.
8	Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.
9	Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.
10	Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.

Some level of indecisiveness has also been witnessed during the analyses where several TVET college assessors seemed rather unsure regarding the level of digital transformation readiness for some institutional dimensions at their institutions. Institutional dimensions which evoked relatively **higher levels of uncertainty** (also see figure 2.3) regarding the level of digital transformation readiness of TVET colleges are as follows:

	Construct	Variable
1	Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)
2	Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.
3	Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.
4	Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.
5	Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.
6	Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.
7	Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.
8	Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.
9	Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.
10	Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.

When analyzing the neutral stance of TVET college assessors it seems that there exist high levels of skepticism regarding the actual value that digital transformation and digital teaching products and services will add to vocational and technical teaching and training. The absence of real-time examples of the impact of digital transformation on teaching and learning should therefore be prioritized. As mentioned, the level of impact in the ToC-model is measured at the last stage of a digital transformation readiness assessment. **This provokes support for recommending a full-fledged digital transformation impact assessment as a follow-up step of the 2022 base-line assessment**. Considering additional qualitative research outcomes, it seems that many **TVET colleges staff are still captured or trapped in the traditional off-line mode of teaching and training of technical and vocational skills**. To advance a digital culture and to cultivate a tradition of digital teaching and training, this phenomenon needs to be addressed as a matter of priority.

When considering the neutral stance towards some pertinent critical digital transformation dimensions, the importance and **low awareness levels of digital communication strategies** as well as the perceived lack of **digital strategies and implementation plans, policies and procedures** are exclaimed as critical digital governance regulations which must be in place to harness digital transformation to its fullest. Also, critical in this regard will be the requirement to assist TVET colleges to put the necessary expertise and processes in place to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.

Table 2.1
Frequency distributions for levels of agreement with digital transformation readiness dimensions

Organizational culture and management commitment

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
Continuous change is part of our institution's culture.	3.60%	7.10%	21.80%	43.60%	23.90%	**100.00%**
The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	3.60%	8.60%	23.90%	45.70%	18.20%	**100.00%**
The institution is committed to developing and providing whole courses or programmes fully online.	5.70%	14.30%	28.20%	36.80%	15.00%	**100.00%**
The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	6.10%	15.70%	26.40%	38.20%	13.60%	**100.00%**
The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	2.90%	9.30%	30.00%	42.10%	15.70%	**100.00%**
Top management strongly supports the use of digital teaching technologies.	2.90%	7.10%	21.40%	41.10%	27.50%	**100.00%**
In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	4.30%	19.60%	32.10%	35.00%	8.90%	**100.00%**
Our institution's executives support the implementation of the digital strategy.	1.80%	6.10%	25.40%	43.20%	23.60%	**100.00%**
Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	3.60%	10.40%	33.60%	37.90%	14.60%	**100.00%**

Table 2.1 (continued)
Frequency distributions for levels of agreement with digital transformation readiness dimensions

ICT infrastructure

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	6.10%	27.50%	27.10%	29.30%	10.00%	**100.00%**
In my institution technical support is being provided if lecturers are faced with difficulties.	3.20%	11.80%	22.50%	48.20%	14.30%	**100.00%**
Little access to ICT in my institution prevents me from using it in teaching and learning.	8.60%	30.70%	29.30%	23.90%	7.50%	**100.00%**
There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	5.00%	10.00%	21.80%	41.40%	21.80%	**100.00%**

Digital strategy

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
Our institution has a formal change management strategy for digital transformation.	2.90%	17.50%	41.80%	32.10%	5.70%	**100.00%**
The digital strategy of our institution is documented and communicated.	3.60%	18.20%	43.20%	30.00%	5.00%	**100.00%**
The digital strategy of our institution has a significant influence on existing business and operating models.	3.60%	17.10%	44.30%	28.90%	6.10%	**100.00%**
Our institution's digital strategy is being continuously evaluated and adapted.	4.60%	18.60%	43.90%	28.90%	3.90%	**100.00%**
The digital strategy of our institution has an influence on the task and role profiles of management.	2.50%	12.50%	41.80%	36.40%	6.80%	**100.00%**
The key metrics for the digital strategy are fully integrated into institutional performance metrics.	3.90%	20.00%	48.90%	22.90%	4.30%	**100.00%**
The corporate strategy and the digital strategy complement each other.	4.60%	16.10%	48.60%	26.40%	4.30%	**100.00%**

Table 2.1 (continued)
Frequency distributions for levels of agreement with digital transformation readiness dimensions

Planning

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	2.50%	10.70%	38.90%	37.50%	10.40%	**100.00%**
The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	3.60%	13.60%	46.80%	30.70%	5.40%	**100.10%**
The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	2.50%	18.20%	46.80%	27.10%	5.40%	**100.00%**
Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	5.40%	20.00%	39.60%	30.40%	4.60%	**100.00%**
Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	7.90%	16.40%	40.40%	31.40%	3.90%	**100.00%**

Table 2.1 (continued)
Frequency distributions for levels of agreement with digital transformation readiness dimensions

Digital transformation implementation plan formulated

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	4.30%	20.40%	47.10%	22.90%	5.40%	**100.00%**
The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	3.90%	17.90%	50.00%	24.60%	3.60%	**100.00%**
The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	3.90%	17.10%	52.10%	25.70%	1.10%	**100.00%**
The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	5.00%	26.40%	49.30%	16.80%	2.50%	**100.00%**
The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	5.00%	17.10%	50.00%	24.30%	3.60%	**100.00%**
The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	3.90%	13.20%	50.70%	27.90%	4.30%	**100.00%**
The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	4.60%	16.10%	49.60%	25.70%	3.90%	**100.00%**
Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	3.90%	15.40%	52.50%	24.60%	3.60%	**100.00%**
Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	5.00%	15.40%	50.40%	25.00%	4.30%	**100.00%**

Table 2.1 (continued)
Frequency distributions for levels of agreement with digital transformation readiness dimensions

Digital strategy and digital implementation plans implemented

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	3.90%	12.10%	42.50%	40.00%	1.40%	**100.00%**
Our institution has implemented a digital transformation strategy.	2.90%	16.80%	49.30%	26.40%	4.60%	**100.00%**
There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	8.90%	23.60%	42.90%	22.10%	2.50%	**100.00%**
Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	3.20%	21.40%	40.40%	29.30%	5.70%	**100.00%**
Our institution has implemented enterprise-wide digital workplace concepts.	4.60%	20.00%	55.00%	18.20%	2.10%	**100.00%**
The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	4.30%	13.90%	52.10%	25.70%	3.90%	**100.00%**
Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	2.10%	14.60%	36.80%	38.60%	7.90%	**100.00%**
A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	3.60%	14.60%	55.70%	22.50%	3.60%	**100.00%**

Table 2.1 (continued)
Frequency distributions for levels of agreement with digital transformation readiness dimensions

Digital teaching and learning products, tools and technologies contribute to digital readiness

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	3.90%	15.70%	54.30%	24.30%	1.80%	**100.00%**
Digital technologies are the mainspring for the further development of teaching products and services.	2.90%	10.40%	45.40%	32.10%	9.30%	**100.00%**
The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	1.80%	11.10%	43.20%	36.40%	7.50%	**100.00%**
It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	1.10%	5.70%	38.60%	42.50%	12.10%	**100.00%**
Teaching and learning is redesigned to incorporate digital technologies.	2.10%	15.70%	44.60%	30.70%	6.80%	**100.00%**
The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	1.80%	7.50%	38.90%	41.80%	10.00%	**100.00%**
As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	1.40%	10.00%	46.80%	32.50%	9.30%	**100.00%**
Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	5.70%	19.30%	47.90%	22.10%	5.00%	**100.00%**
Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	5.70%	20.70%	48.20%	20.40%	5.00%	**100.00%**
The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	4.30%	20.70%	45.70%	25.40%	3.90%	**100.00%**
Within our institution, further education opportunities regarding digital core topics are available to staff.	3.60%	17.90%	45.70%	28.90%	3.90%	**100.00%**
Within our institution, we use tools for digital modelling, automation and control of business processes.	4.70%	20.80%	52.70%	20.10%	1.80%	**100.00%**

Table 2.1 (continued)
Frequency distributions for levels of agreement with digital transformation readiness dimensions

Digital competence among staff and students in place

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
The digital competence of lecturers is promoted, benchmarked and assessed	3.20%	19.60%	46.40%	26.10%	4.60%	**100.00%**
Digital Competence is factored in performance appraisals of staff.	6.80%	27.50%	50.00%	15.40%	0.40%	**100.00%**
Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	3.60%	17.50%	46.10%	28.60%	4.30%	**100.00%**
Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	3.60%	21.10%	46.80%	25.00%	3.60%	**100.00%**
There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	5.70%	20.00%	45.40%	24.30%	4.60%	**100.00%**
Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	5.70%	19.60%	45.40%	26.10%	3.20%	**100.00%**
Lecturers are generally proficient in using digital technologies as part of their teaching.	5.40%	18.60%	51.40%	23.60%	1.10%	**100.00%**
The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	3.60%	18.20%	48.90%	26.40%	2.90%	**100.00%**
The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	6.10%	22.90%	51.80%	16.80%	2.50%	**100.00%**

Table 2.1 (continued)
Frequency distributions for levels of agreement with digital transformation readiness dimensions

Digital pedagogy is in place to contribute to digital readiness

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	3.90%	5.70%	47.50%	34.60%	8.20%	**100.00%**
The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	3.60%	13.90%	51.40%	27.50%	3.60%	**100.00%**
Lecturers are given the freedom to design their own digital teaching pedagogies.	2.90%	11.40%	44.30%	36.10%	5.40%	**100.00%**
Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	1.80%	12.50%	44.60%	36.40%	4.60%	**100.00%**

Digital teaching and learning content is in place to contribute to digital readiness

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	2.90%	16.10%	44.30%	30.70%	6.10%	**100.00%**
The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	2.10%	15.40%	43.20%	33.90%	5.40%	**100.00%**

Table 2.1 (continued)
Frequency distributions for levels of agreement with digital transformation readiness dimensions

Processes, procedures and policies are in place to contribute to digital readiness

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
Digital and physical teaching processes are fully integrated in our institution.	6.40%	19.60%	48.90%	21.40%	3.60%	**100.00%**
The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	5.00%	18.60%	50.00%	21.80%	4.60%	**100.00%**
The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	3.20%	13.90%	54.30%	23.60%	5.00%	**100.00%**
The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	3.90%	15.00%	52.50%	23.90%	4.60%	**100.00%**
The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	3.20%	13.90%	52.50%	22.90%	7.50%	**100.00%**

Value to be added and the positive impact of digital teaching contribute to digital readiness

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
Our institution's digital teaching products and services have a positive impact on customer/learner experience.	2.90%	9.60%	55.00%	28.20%	4.30%	**100.00%**
There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	2.10%	9.60%	58.90%	24.60%	4.60%	**100.00%**
Digital products and services have a large impact on the overall performance of our institution.	2.10%	8.60%	53.90%	28.20%	7.10%	**100.00%**
The impetus of our digital strategy is leading to innovations in operations.	2.10%	11.40%	55.40%	27.10%	3.90%	**100.00%**
Digitization has a positive impact on the decision-making agility of our institution.	1.40%	10.40%	57.90%	25.40%	5.00%	**100.00%**

Table 2.1 (continued)
Frequency distributions for levels of agreement with digital transformation readiness dimensions

Availability of digital teaching expertise in the institution contribute to digital readiness

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	5.70%	23.60%	42.90%	23.90%	3.90%	**100.00%**
Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	3.90%	22.90%	49.30%	19.60%	4.30%	**100.00%**
Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	2.10%	9.30%	50.40%	30.40%	7.90%	**100.00%**
The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	3.90%	19.30%	55.00%	18.60%	3.20%	**100.00%**

Availability of a digital communication strategy in the institution contribute to digital readiness

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	2.10%	11.40%	53.90%	28.90%	3.60%	**100.00%**
The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	2.50%	15.00%	56.10%	22.90%	3.60%	**100.00%**
The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	2.10%	10.40%	49.30%	30.40%	7.90%	**100.00%**

Table 2.1 (continued)
Frequency distributions for levels of agreement with digital transformation readiness dimensions

Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	2.90%	9.60%	50.70%	31.40%	5.40%	100.00%
The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	2.10%	10.40%	51.80%	32.10%	3.60%	100.00%
The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	2.50%	11.40%	48.90%	34.30%	2.90%	100.00%

Digital teaching and learning spaces available to contribute to digital readiness

Variable	Strongly disagree	Disagree	Neither Agree / Disagree	Agree	Strongly agree	Total
The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	2.90%	16.40%	51.40%	25.40%	3.90%	100.00%
Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	5.00%	19.30%	51.10%	21.10%	3.60%	100.10%
The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	4.60%	20.00%	52.50%	20.00%	2.90%	100.00%

Exhibit 2.2
Cluster analyses: Top 10 dissatisfaction, satisfaction, and neutral rankings

Dissatisfaction rankings	Satisfaction rankings	Neutral rankings
• Little access to ICT in my institution prevents me from using it in teaching and learning.	• Top management strongly supports the use of digital teaching technologies.	• There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)
• Digital Competence is factored in performance appraisals of staff.	• Continuous change is part of our institution's culture.	• Digitization has a positive impact on the decision-making agility of our institution.
• The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	• Our institution's executives support the implementation of the digital strategy.	• The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.
• There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	• The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	• A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.
• The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	• There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	• The impetus of our digital strategy is leading to innovations in operations.
• Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	• In my institution technical support is being provided if lecturers are faced with difficulties.	• Our institution has implemented enterprise-wide digital workplace concepts.
• The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	• The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	• Our institution's digital teaching products and services have a positive impact on customer/learner experience.
• Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	• It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	• The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.
• Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	• Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	• Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.
• Digital and physical teaching processes are fully integrated in our institution.	• Top management strongly supports the use of digital teaching technologies.	• The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.

Figure 2.1
Ranking of dissatisfaction ratings (25% - 40% dissatisfaction rating range)

Construct	Variable	Disagree
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	39.30%
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	34.30%
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	33.60%
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	32.50%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	31.40%
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	29.30%
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	29.00%
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	26.80%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	26.40%
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	26.00%
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	25.70%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	25.50%
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	25.40%
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	25.30%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	25.00%
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	25.00%

Figure 2.1 (continued)
Ranking of dissatisfaction ratings (21% - 25% dissatisfaction rating range)

Construct	Variable	Disagree
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	24.70%
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	24.70%
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	24.60%
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	24.60%
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	24.60%
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	24.30%
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	24.30%
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	24.00%
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	23.90%
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	23.90%
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	23.60%
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	23.20%
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	23.20%
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	22.80%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	22.10%
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	21.80%
Digital strategy	The digital strategy of our institution is documented and communicated.	21.80%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	21.80%
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	21.80%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	21.50%
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	21.10%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	21.00%

Figure 2.1 (continued)
Ranking of dissatisfaction ratings (15% - 20% dissatisfaction rating range)

Construct	Variable	Disagree
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	20.70%
Digital strategy	The corporate strategy and the digital strategy complement each other.	20.70%
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	20.70%
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	20.70%
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	20.40%
Digital strategy	Our institution has a formal change management strategy for digital transformation.	20.40%
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	20.00%
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	19.70%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	19.60%
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	19.30%
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	19.30%
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	19.00%
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	18.90%
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	18.20%
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	18.20%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	17.80%
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	17.50%
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	17.50%
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	17.50%
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	17.20%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	17.10%
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	17.10%
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	17.10%
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	16.70%
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	16.00%

Figure 2.1 (continued)
Ranking of dissatisfaction ratings (15% and lower dissatisfaction rating range)

Construct	Variable	Disagree
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	15.00%
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	15.00%
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	15.00%
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	14.30%
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	14.30%
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	14.00%
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	13.90%
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	13.50%
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	13.50%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	13.30%
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	13.20%
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	12.90%
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	12.50%
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	12.50%
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	12.50%
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	12.50%
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	12.20%
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different	12.20%
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	11.80%
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	11.70%
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	11.40%
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	11.40%
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	10.70%
Organizational culture and management commitment	Continuous change is part of our institution's culture.	10.70%
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	10.00%
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	9.60%
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	9.30%
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	7.90%
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	6.80%

Figure 2.2
Ranking of satisfaction ratings (50% - 70% satisfaction rating range)

Construct	Variable	Agree
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	68.60%
Organizational culture and management commitment	Continuous change is part of our institution's culture.	67.50%
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	66.80%
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	63.90%
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	63.20%
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	62.50%
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning	57.80%
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	54.60%
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	52.50%
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	51.80%
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	51.80%
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	51.80%

Figure 2.2 (continued)
Ranking of satisfaction ratings (40% - 50% satisfaction rating range)

Construct	Variable	Agree
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	47.90%
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	46.50%
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	43.90%
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	43.90%
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	43.20%
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	42.80%
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	41.80%
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	41.50%
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	41.40%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	41.40%
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	41.00%

Figure 2.2 (continued)
Ranking of satisfaction ratings (30% - 40% satisfaction rating range)

Construct	Variable	Agree
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	39.30%
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	39.30%
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	38.30%
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	38.30%
Digital strategy	Our institution has a formal change management strategy for digital transformation.	37.80%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	37.50%
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	37.20%
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	36.80%
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	36.80%
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	36.10%
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	35.70%
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	35.30%
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	35.30%
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	35.00%
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	35.00%
Digital strategy	The digital strategy of our institution is documented and communicated.	35.00%
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	35.00%
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	32.90%
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	32.80%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	32.80%
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	32.50%
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	32.50%
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	32.50%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	32.20%
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	31.40%
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	31.10%
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	31.00%
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	31.00%

Figure 2.2 (continued)
Ranking of satisfaction ratings (25% - 30% satisfaction rating range)

Construct	Variable	Agree
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	30.70%
Digital strategy	The corporate strategy and the digital strategy complement each other.	30.70%
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	30.40%
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	30.40%
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	29.60%
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	29.60%
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	29.30%
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	29.30%
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	29.30%
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	29.30%
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	29.30%
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	29.20%
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	28.90%
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	28.60%
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	28.60%
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	28.50%
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	28.30%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	28.20%
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	28.20%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously	27.90%
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	27.80%
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	27.20%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	27.10%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	26.80%
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	26.50%
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	26.40%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	26.10%
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	26.10%

Figure 2.2 (continued)
Ranking of satisfaction ratings (15% - 25% satisfaction rating range)

Construct	Variable	Agree
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	25.40%
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	25.00%
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	24.70%
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	24.70%
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	24.60%
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	23.90%
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	22.90%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	21.90%
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	21.80%
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	20.30%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	19.30%
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	19.30%
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	15.80%

Figure 2.3
Ranking of uncertain ratings (50% - 60% uncertainty rating range)

Construct	Variable	Neither Agree / Disagree
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	58.90%
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	57.90%
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	56.10%
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	55.70%
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	55.40%
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	55.00%
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	55.00%
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	55.00%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	54.30%
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	54.30%
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	53.90%
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	53.90%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	52.70%
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	52.50%
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	52.50%
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	52.50%
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	52.50%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	52.10%
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	52.10%
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	51.80%
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	51.80%
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	51.40%
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	51.40%
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	51.40%
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	51.10%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.70%
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.70%
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.40%
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.40%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00%
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00%
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00%

Figure 2.3 (continued)
Ranking of uncertain ratings (45% - 50% uncertainty rating range)

Construct	Variable	Neither Agree / Disagree
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	49.60%
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	49.30%
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	49.30%
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	49.30%
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	49.30%
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	48.90%
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	48.90%
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	48.90%
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	48.90%
Digital strategy	The corporate strategy and the digital strategy complement each other.	48.60%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	48.20%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	47.90%
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	47.50%
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	47.10%
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	46.80%
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	46.80%
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	46.80%
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	46.80%
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	46.40%
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	46.10%
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	45.70%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	45.70%
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	45.40%
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	45.40%
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	45.40%

Figure 2.3 (continued)
Ranking of uncertain ratings (40% - 45% uncertainty rating range)

Construct	Variable	Neither Agree / Disagree
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	44.60%
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	44.60%
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	44.30%
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	44.30%
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	44.30%
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	43.90%
Digital strategy	The digital strategy of our institution is documented and communicated.	43.20%
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	43.20%
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	43.20%
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	42.90%
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	42.90%
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	42.50%
Digital strategy	Our institution has a formal change management strategy for digital transformation.	41.80%
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	41.80%
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	40.40%
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	40.40%

Figure 2.3 (continued)
Ranking of uncertain ratings (20% - 40% uncertainty rating range)

Construct	Variable	Neither Agree / Disagree
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	39.60%
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	38.90%
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	38.90%
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	38.60%
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	36.80%
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	33.60%
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	32.10%
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different	30.00%
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	29.30%
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	28.20%
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	27.10%
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	26.40%
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	25.40%
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	23.90%
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	22.50%
Organizational culture and management commitment	Continuous change is part of our institution's culture.	21.80%
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	21.80%
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	21.40%

2.2.2 Descriptive data analyses

Descriptive analyses were applied to condense the voluminous data. For these purposes, the agreement scores were transformed into a single agreement index using the following multiplicator values:

Agreement scale anchors	Agreement descriptor	Multiplicator values
1	Strongly disagree	**0**
2	Disagree	**25**
3	Neither agree/disagree	**50**
4	Agree	**75**
5	Strongly agree	**100**

The conversion of the agreement scores finally resulted in a single index score, which was branded as the **Digital Transformation Readiness Index (DXRI)**, which constitutes 92 digital transformation readiness dimensions across the 16 levels of digital transformation as contained in the ToC digital transformation readiness stage model. The outcome of the conversion of the data into an index format represents a weighting method which also supported the opportunity for comparative analyses whereby the magnitude of the average index score for a digital transformation readiness dimension could be measured relatively to other dimensions.

These cross dimensional and relational analyses are shown in table 2.2. The index scores for each dimension are firstly presented across all 16 digital transformation readiness levels. These analysis results are further shown in figure 2.4 in the form of a rank ordering of the index scores for the 16 DX levels from the lowest to the highest index score for all 16 levels and 92 dimensions. The digital transformation readiness (DXR) rankings by key level show high levels of willingness and commitment towards digital transformation, but clearly the digital competence of staff and students, the digital teaching experience, teaching and learning spaces to promote digital readiness and the formulation and implementation of digital strategies and implementation plans, processes, procedures and policies to advance digital readiness, are key DX aspects lacking at TVET colleges. The magnitude of the rather mediocre levels at which these aspects contribute to digital readiness at TVET colleges are reflected below:

Major digital transformation readiness construct	Index
Digital competence among staff and students in place	49.84
Digital teaching and learning spaces available to contribute to digital readiness	50.54
Digital transformation implementation plan formulated	51.21
Availability of digital teaching expertise in the institution contribute to digital readiness	51.54
Processes, procedures and policies are in place to contribute to digital readiness	51.98
Digital strategy and digital implementation plans implemented	52.57
Digital strategy	53.80
Planning	54.70
Availability of a digital communication strategy in the institution contribute to digital readiness	55.15
Digital teaching and learning products, tools and technologies contribute to digital readiness	55.35
Value to be added and the positive impact of digital teaching contribute to digital readiness	55.63
Digital teaching and learning content is in place to contribute to digital readiness	55.76
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	56.25
Digital pedagogy is in place to contribute to digital readiness	56.90
ICT infrastructure	57.77
Organizational culture and management commitment	64.42

Table 2.3 also applies the following quartile analyses to identify the 25% lowest (quartile I) and 25% highest (quartile IV) dimensions (92 in total) which contribute least and most to the digital transformation readiness of TVET colleges.

Quartile I < 50 index points	Quartile II 50 - 53.3 index points
Quartile III 53.4 - 57.4 index points	Quartile IV 57.5 - 70.8 index points

In diagnosing the outcome of the assessment on the 25% of the dimensions least contributing to the digital readiness of TVET colleges, pertinent deductions are notable. In this regard quartile I analyses showcase the importance of imbedding digital transformation at a **human resource development level** where digital competence, proficiencies, capacity building and the ability to inculcate digital transformation into the learning environments are factored in as part of **performance appraisals and rewards**. At current, clear **knowledge gaps** in using digital technology are noticeable while **digital experts** are perceived as not being sufficient. Lacking digital workplace conceptual and digital tools to model business processes, limited access to ICTs and a sufficient range of **digital technologies and tools** and deficient **virtual learning spaces**, are further inhibiting factors which are least contributing to the digital readiness of TVET colleges.

Also desired is the periodic review of the curricula to integrate and effectively utilize digital learning technologies. Once more, at a human resource development level, **training and professional development** of lecturers to make use of digital technologies in teaching seems wanting while it appears that digital transformation implementation plans also do not support the autonomy of internal stakeholders to implement digital learning technologies. Neither are **students' digital competence** routinely encouraged, developed and assessed in diverse learning settings and across the curriculum.

These outcomes provide support for the use of **digital business engineers** to support TVET colleges in their digital transformation journey. Digital business engineering (DBE) is a useful methodology for sustainable digital business transformation. DBE could serve as a sound methodology to advance digital transformation systems of TVET colleges with a key focus on ICT and HR tools alongside securing cybersecurity measures to make vocational and technical education more efficient, secure, and productive. This re-engineering is most likely to impact positively on sustainable digital transformation aspirations of TVET colleges. Also, this process will be complemented by the positive view notable from the assessment that TVET managements are indeed very supportive of the use of digital teaching technologies and the implementation of digital strategies. This commitment demonstrates a good level of willingness to strengthen the allegedly mediocre progress with the actual implementation of digital transformation strategies, plans, processes, and procedures within the TVET business ecosystem.

Table 2.2
Index ratings by digital transformation readiness level and dimension

Organizational culture and management commitment

Variable	Index
Continuous change is part of our institution's culture.	69.29
The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	66.61
The institution is committed to developing and providing whole courses or programmes fully online.	60.27
The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	59.38
The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	64.64
Top management strongly supports the use of digital teaching technologies.	70.80
In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	56.16
Our institution's executives support the implementation of the digital strategy.	70.18
Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.41
Organizational culture and management commitment	**64.42**

ICT infrastructure

Variable	Index
The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	52.41
In my institution technical support is being provided if lecturers are faced with difficulties.	64.64
Little access to ICT in my institution prevents me from using it in teaching and learning.	47.77
There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	66.25
ICT infrastructure	**57.77**

Table 2.2 (continued)
Index ratings by digital transformation readiness level and dimension

Digital strategy

Variable	Index
Our institution has a formal change management strategy for digital transformation.	55.09
The digital strategy of our institution is documented and communicated.	53.66
The digital strategy of our institution has a significant influence on existing business and operating models.	54.20
Our institution's digital strategy is being continuously evaluated and adapted.	52.23
The digital strategy of our institution has an influence on the task and role profiles of management.	58.12
The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.89
The corporate strategy and the digital strategy complement each other.	52.41
Digital strategy	**53.80**

Planning

Variable	Index
The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	60.63
The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	55.18
The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	53.66
Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	52.23
Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	51.79
Planning	**54.70**

Table 2.2 (continued)
Index ratings by digital transformation readiness level and dimension

Digital transformation implementation plan formulated

Variable	Index
The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	51.16
The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	51.52
The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.71
The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	46.34
The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	51.07
The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	53.84
The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	52.05
Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	52.14
Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	52.05
Digital transformation implementation plan formulated	**51.21**

Table 2.2 (continued)
Index ratings by digital transformation readiness level and dimension

Digital strategy and digital implementation plans implemented

Variable	Index
Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	55.71
Our institution has implemented a digital transformation strategy.	53.30
There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	46.43
Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	53.21
Our institution has implemented enterprise-wide digital workplace concepts.	48.30
The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	52.77
Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	58.84
A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	51.96
Digital strategy and digital implementation plans implemented	**52.57**

Digital teaching and learning products, tools and technologies contribute to digital readiness

Variable	Index
Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	51.07
Digital technologies are the mainspring for the further development of teaching products and services.	58.66
The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	59.20
It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	64.73
Teaching and learning is redesigned to incorporate digital technologies.	56.07
The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	62.68
As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	59.55
Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.36
Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	49.55
The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.98
Within our institution, further education opportunities regarding digital core topics are available to staff.	52.95
Within our institution, we use tools for digital modelling, automation and control of business processes.	48.39
Digital teaching and learning products, tools and technologies contribute to digital readiness	**55.35**

Table 2.2 (continued)
Index ratings by digital transformation readiness level and dimension

Digital competence among staff and students in place

Variable	Index
The digital competence of lecturers is promoted, benchmarked and assessed	52.32
Digital Competence is factored in performance appraisals of staff.	43.75
Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	53.13
Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.98
There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.54
Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.36
Lecturers are generally proficient in using digital technologies as part of their teaching.	49.11
The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	51.70
The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	46.70
Digital competence among staff and students in place	**49.84**

Digital pedagogy is in place to contribute to digital readiness

Variable	Index
The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	59.38
The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	53.39
Lecturers are given the freedom to design their own digital teaching pedagogies.	57.41
Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	57.41
Digital pedagogy is in place to contribute to digital readiness	**56.90**

Table 2.2 (continued)
Index ratings by digital transformation readiness level and dimension

Digital teaching and learning content is in place to contribute to digital readiness

Variable	Index
The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	55.27
The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	56.25
Digital teaching and learning content is in place to contribute to digital readiness	**55.76**

Processes, procedures and policies are in place to contribute to digital readiness

Variable	Index
Digital and physical teaching processes are fully integrated in our institution.	49.02
The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.62
The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	53.30
The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	52.59
The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	54.38
Processes, procedures and policies are in place to contribute to digital readiness	**51.98**

Table 2.2 (continued)
Index ratings by digital transformation readiness level and dimension

Value to be added and the positive impact of digital teaching contribute to digital readiness

Variable	Index
Our institution's digital teaching products and services have a positive impact on customer/learner experience.	55.36
There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	55.00
Digital products and services have a large impact on the overall performance of our institution.	57.41
The impetus of our digital strategy is leading to innovations in operations.	54.82
Digitization has a positive impact on the decision-making agility of our institution.	55.54
Value to be added and the positive impact of digital teaching contribute to digital readiness	**55.63**

Availability of digital teaching expertise in the institution contribute to digital readiness

Variable	Index
Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	49.20
Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	49.37
Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	58.13
The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	49.46
Availability of digital teaching expertise in the institution contribute to digital readiness	**51.54**

Table 2.2 (continued)
Index ratings by digital transformation readiness level and dimension

Availability of a digital communication strategy in the institution contribute to digital readiness

Variable	Index
The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	55.09
The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	52.50
The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	57.86
Availability of a digital communication strategy in the institution contribute to digital readiness	**55.15**

Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness

Variable	Index
The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	56.70
The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	56.16
The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	55.89
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	**56.25**

Digital teaching and learning spaces available to contribute to digital readiness

Variable	Index
The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	52.77
Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	49.73
The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	49.11
Digital teaching and learning spaces available to contribute to digital readiness	**50.54**

Figure 2.4
DXRI ranking scores

Table 2.3
Quartile I analysis results with respect to dimensions contributing to digital transformation

Variables	Index
Digital Competence is factored in performance appraisals of staff.	43.75
The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	46.34
There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	46.43
The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	46.70
Little access to ICT in my institution prevents me from using it in teaching and learning.	47.77
Our institution has implemented enterprise-wide digital workplace concepts.	48.30
Within our institution, we use tools for digital modelling, automation and control of business processes.	48.39
Digital and physical teaching processes are fully integrated in our institution.	49.02
Lecturers are generally proficient in using digital technologies as part of their teaching.	49.11
The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	49.11
Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	49.20
Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	49.37
The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	49.46
Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	49.55
Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	49.73
Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.36
Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.36
There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.54
The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.62
The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.71
The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.89
The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.98
Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.98

Table 2.3 (continued)
Quartile II analysis results with respect to dimensions contributing to digital transformation

Variables	Index
The institution's **digital transformation implementation plan** is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	51.07
Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	51.07
The institution has a well-defined and realistic **digital transformation implementation plan**, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	51.16
The institution's **digital transformation implementation plan** is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	51.52
The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	51.70
Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	51.79
A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	51.96
The institution's management's responsibility has been clearly assigned for delivery and monitoring of the **digital transformation implementation plan**.	52.05
Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	52.05
Staffing and budgetary resources required to underpin the **digital transformation implementation plan** are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	52.14
Our institution's digital strategy is being continuously evaluated and adapted.	52.23
Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	52.23
The digital competence of lecturers is promoted, benchmarked and assessed	52.32
The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	52.41
The corporate strategy and the digital strategy complement each other.	52.41
The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	52.50
The use of digital technologies, content, platforms and services by staff and students is regulated by the one or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	52.59
The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	52.77
The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	52.77
Within our institution, further education opportunities regarding digital core topics are available to staff.	52.95
Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	53.13
Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	53.21
Our institution has implemented a **digital transformation strategy**.	53.30
The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	53.30

Table 2.3 (continued)
Quartile III analysis results with respect to dimensions contributing to digital transformation

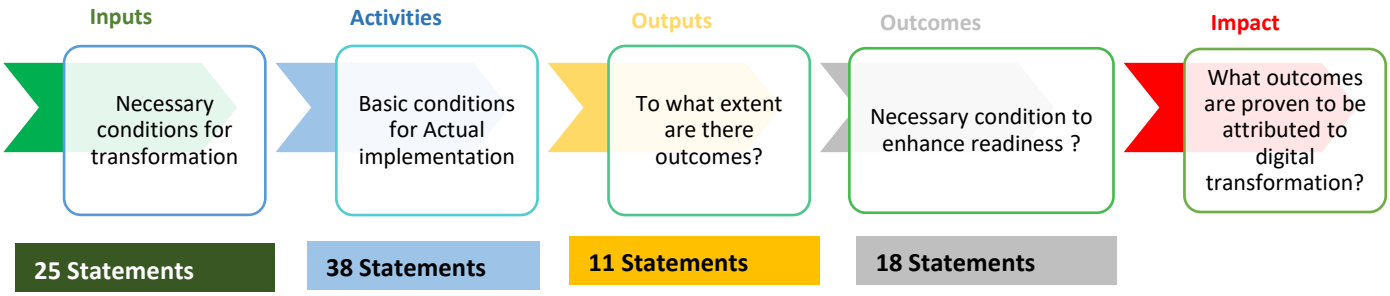
Variables	Index
The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	53.39
The digital strategy of our institution is documented and communicated.	53.66
The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	53.66
The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	53.84
The digital strategy of our institution has a significant influence on existing business and operating models.	54.20
The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	54.38
The impetus of our digital strategy is leading to innovations in operations.	54.82
There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	55.00
Our institution has a formal change management strategy for digital transformation.	55.09
The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	55.09
The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	55.18
The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	55.27
Our institution's digital teaching products and services have a positive impact on customer/learner experience.	55.36
Digitization has a positive impact on the decision-making agility of our institution.	55.54
Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	55.71
The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	55.89
Teaching and learning is redesigned to incorporate digital technologies.	56.07
In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	56.16
The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	56.16
The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	56.25
The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	56.70
Lecturers are given the freedom to design their own digital teaching pedagogies.	57.41
Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	57.41
Digital products and services have a large impact on the overall performance of our institution.	57.41

Table 2.3 (continued)
Quartile IV analysis results with respect to dimensions contributing to digital transformation

Variables	Index
The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	57.86
The digital strategy of our institution has an influence on the task and role profiles of management.	58.12
Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	58.13
Digital technologies are the mainspring for the further development of teaching products and services.	58.66
Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	58.84
The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	59.20
The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	59.38
The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	59.38
As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	59.55
The institution is committed to developing and providing whole courses or programmes fully online.	60.27
The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	60.63
Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.41
The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	62.68
The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	64.64
In my institution technical support is being provided if lecturers are faced with difficulties.	64.64
It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	64.73
There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	66.25
The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	66.61
Continuous change is part of our institution's culture.	69.29
Our institution's executives support the implementation of the digital strategy.	70.18
Top management strongly supports the use of digital teaching technologies.	70.80

Turning the attention to the DXRToC model, figure 2.5 unpacks the index scores according to the ToC digital transformation readiness stages. The analyses reveal an overall higher average index score for the 25 input statements. This finding implies that the necessary conditions for transformation has been reached, but at this level the digital transformation readiness was rated at no more than 60 index points. As regards the basic conditions for the actual implantation of a digital transformation strategy and plan, the index rating was closer to 50 index points. Also, mediocre index scores were recorded for the extent of outcomes (54.46 points) and the necessary conditions to enhance readiness (53.89 index points). The relatively average index scores, finally resulted in an overall DXRI score of 54.61 index points, which showcases that neither the required basic conditions for implementing digital transformation strategies and plans nor the conditions to enhance digital readiness are at the desired level to acquire any outcomes necessary to enhance the digital transformation readiness of TVET colleges.

Figure 2.5
Digital transformation readiness indices by ToC stages



Inputs	Activities	Outputs	Outcomes	DXRI
Index	Index	Index	Index	Index
58.44	52.48	54.46	53.89	54.61

2.2.3 TVET College level assessment of digital transformation assessment

Up to now the analyses followed a holistic approach and did not focus separately on the assessment outcomes of each the 50 TVET colleges individually. In chapter one the profile of assessors for each TVET college was provided according to type of college, job level and province located. This profile has been and should be considered when interpreting the outcome of the assessment by the 280 assessors who participated across varied campuses (91 in total) and TVET Central Offices (61 in total).

To commence with the analyses, **annexure A1 to A50** presents the outcomes of the digital transformation readiness assessment for each college separately. The assessment first presents the outcomes for each college according to each of the 16 digital transformation readiness levels. From a strategic perspective, the analysis for each college is supplemented by an analysis of the ranking of all 92 digital transformation readiness dimensions included in the assessment model. These complementary analyses, which rank orders the DXRI scores for all dimensions from the lowest to highest average index scores for each TVET college separately, are critical for identifying remedial actions to improve the progress with digital transformation at each TVET college. In most cases, similar priority areas (digital transformation dimensions) are forthcoming as they align with the overall index rating scores and magnitudes of the overall TVET college assessment outcomes which has been discussed in detail up to now. Before sharing a **case study example** of a possible **remedial digital**

transformation turnaround strategy for a selected TVET college, the rational for giving priority attention to selected TVET colleges in an aftermath of the assessment, is firstly required and explained below.

A critical issue flagged by the Project Steering Committee members since being exposed to the preliminary findings emerging from the assessment, related to the prioritization of TVET Colleges with the aim of providing 'educative' and 'business' support to advance the establishment of a digital transformation culture and the implementation and monitoring of digital transformation strategies and plans, based on the outcome of the self-assessment by the 50 TVET colleges. This need was expressed against the background of restricted GIZ resources to support an all-inclusive approach aimed to assist all TVET Colleges from the start and in an after match of the digital transformation readiness assessment. For a phased-in approach, a college priority selection methodology was used to prioritize and recommend TVET colleges to commence with by GIZ and DHET. This selection was based on the following criteria:

(i) At the first-tier priority level, a relatively higher priority weigh was allocated to TVET colleges with higher participation rates in the digital transformation readiness assessment study.
(ii) A the second-tier priority level, a relatively higher priority weigh was allocated to TVET colleges with relatively lower DXRI scores.
(iii) At the third-tier priority level, the provincial location of a TVET college were used to secure the inclusion of only one TVET college at each of the nine priority cluster levels.

The nine TVET college priority clusters as displayed in table 2.4 which serves to support a phased-in approach when prioritizing resources to assist TVET colleges with their planning, implementation and monitoring of their digital transformation strategies and plans.

Table 2.4
Recommended TVET college priority clusters for digital transformation support by GIZ and DHET

No	College Priority Level 1	n	Index	Province
1	Tshwane North TVET College	18	45.25	Gauteng
2	King Hintsa TVET College	16	47.19	Eastern Cape
3	Goldfields TVET College	23	52.07	Free State
4	Northern Cape Urban TVET College	12	47.89	Northern Cape
5	Boland TVET College	21	60.22	Western Cape
6	Vuselela TVET College	5	42.01	North West
7	Letaba TVET College	5	54.02	Limpopo
8	Coastal TVET College	9	52.75	KwaZulu-Natal
9	Ehlanzeni TVET College	4	49.12	Mpumalanga
No	**College Priority Level 2**	**n**	**Index**	**Province**
1	Port Elizabeth TVET College	18	49.73	Eastern Cape
2	Northlink TVET College	19	57.54	Western Cape
3	Northern Cape Rural TVET College	8	50.10	Northern Cape
4	Ekurhuleni West TVET College	14	67.99	Gauteng
5	Majuba TVET College	9	57.01	KwaZulu-Natal
6	Maluti TVET College	8	59.38	Free State
7	Capricorn TVET College	7	61.68	Limpopo
8	Nkangala TVET College	3	63.04	Mpumalanga
9	Taletso TVET College	1	35.05	North West

Table 2.4 (continued)
Recommended TVET college priority clusters for digital transformation support by GIZ and DHET

No	**College Priority Level 3**	**n**	**Index**	**Province**
1	Ingwe TVET College	4	43.41	Eastern Cape
2	Thekwini TVET College	4	51.97	KwaZulu-Natal
3	Tshwane South TVET College	6	69.70	Gauteng
4	College of Cape Town	3	50.72	Western Cape
5	Western TVET College (Westcol)	5	52.83	Gauteng
6	Sekhukhune TVET College	3	53.99	Limpopo
7	Gert Sibande TVET College	2	59.38	Mpumalanga
8	Flavius Mareka TVET College	1	67.12	Free State
9	Orbit TVET College	1	49.18	North West
No	**College Priority Level 4**	**n**	**Index**	**Province**
1	Eastcape Midlands TVET College	7	54.70	Eastern Cape
2	False Bay TVET College	6	61.96	Western Cape
3	Umfolozi TVET College	3	51.45	KwaZulu-Natal
4	Sedibeng TVET College	5	60.49	Gauteng
5	Mopani South East TVET College	2	57.61	Limpopo
6	Motheo TVET College	1	83.97	Free State
No	**College Priority Level 5**	**n**	**Index**	**Province**
1	South West Gauteng TVET College	4	62.09	Gauteng
2	Esayidi TVET College	1	35.87	KwaZulu-Natal
3	Buffalo City TVET College	2	55.16	Eastern Cape
4	West Coast TVET College	2	61.41	Western Cape
5	Lephalale TVET College	2	52.04	Limpopo
No	**College Priority Level 6**	**n**	**Index**	**Province**
1	King Sabata Dalindyebo TVET College	2	50.82	Eastern Cape
2	Mthashana TVET College	1	39.95	KwaZulu-Natal
3	South Cape TVET College	1	50.27	Western Cape
4	Johannesburg TVET College	2	66.17	Gauteng
5	Vhembe TVET College	1	53.80	Limpopo
No	**College Priority Level 7**	**n**	**Index**	**Province**
1	Ikhala TVET College	1	59.51	Eastern Cape
2	Umgungundlovu TVET College	1	61.14	KwaZulu-Natal
3	Ekurhuleni East TVET College	1	50.00	Gauteng
4	Waterberg TVET College	1	50.00	Limpopo
No	**College Priority Level 8**	**n**	**Index**	**Province**
1	Lovedale TVET College	1	52.72	Eastern Cape
2	Elangeni TVET College	2	72.28	KwaZulu-Natal
No	**College Priority Level 9**	**n**	**Index**	**Province**
1	Mnambithi TVET College	2	53.53	KwaZulu-Natal

2.2.3.1 Case study exemplar - remedial digital transformation turnaround strategy

Given the explanation of prioritizing TVET colleges according to the selection methodology, the focus now turns to an exemplar of a remedial digital transformation strategy for the **Tshwane North TVET College**, which is the first priority college to be targeted for intervention by GIZ and DHET. As indicated earlier, the ranking of the digital transformation readiness index scores for the 92 assessment dimensions, provides a good benchmark for strategic priority areas which will require focused attention at the first intervention stage with the TVET college. Collective areas of concern relate to (see table 2.5 below):

(i) Digital teaching and learning products, tools and technologies – Perceived **limited range of digital learning technologies and tools**, **limited education opportunities** regarding digital core topics being available to staff, **non-alignment** between digital teaching products and services and business process and the inadequate design (or customisation) of **virtual learning spaces** which reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings

(ii) Digital competence of staff and students – Perceived irregular assessment of the **proficiency of lecturers** in using digital technologies, **knowledge gaps** in using digital technologies, digital competence not being factored in performance appraisals of staff and lecturers not generally proficient in using digital technologies as part of their teaching.

(iii) Digital strategy – Allegedly not documented and communicated, lacking a formal **change management strategy** for digital transformation, **digital strategy** not being continuously **evaluated** and adapted, **digital strategy** not fully integrated into institutional performance metrics, corporate and **digital strategy** not aligned.

(iv) Planning – Lack of seamless **technical and user support** to students and staff, p**rocurement planning** not considering general and specialist digital requirements nor strengthening digital transformation.

(v) Formulation of digital transformation implementation plan - The **digital transformation implementation plan** allegedly do not align with broader priorities, including equal opportunities (also for women) and widening participation and fail to identify opportunities, incentives and rewards for staff. Also, the **digital transformation implementation plan** allegedly excludes the use of digital learning technologies to modernise existing educational provision and do not offer new opportunities for formal, non-formal and informal learning, and limited strategic consideration to the implementation of learning analytics intended to optimise individual and group learning outcomes and institutional performance.

Table 2.5
Tshwane North TVET College – Lowest rated digital transformation readiness dimensions to guide potential intervention strategies

Tshwane North TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a **range of digital learning technologies, tools, applications, content and services** and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	36.11
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further **education opportunities** regarding digital core topics are available to staff.	37.50
Digital competence among staff and students in place	The **proficiency of lecturers** in using digital technologies as part of their teaching is being assessed regularly and **knowledge gaps** are being identified.	37.50
Digital strategy	The **digital strategy** of our institution is documented and communicated.	38.89
Planning	**Technical and user support** provides students and staff with seamless access to the digital technologies, content and services they require.	38.89
Planning	**Procurement planning** takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	38.89
Digital transformation implementation plan formulated	The institution's **digital transformation implementation plan** is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	38.89
Digital strategy and digital implementation plans implemented	Our institution has implemented **enterprise-wide digital workplace concepts**.	38.89
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's **digital teaching products and services** are embedded in our institution's business interfaces and business processes.	38.89
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of **virtual learning spaces** adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	38.89
Digital strategy	Our institution has a formal **change management strategy** for digital transformation.	40.28
Digital strategy	Our institution's **digital strategy** is being continuously **evaluated** and adapted.	40.28
Digital strategy	The key metrics for the **digital strategy** are fully integrated into institutional performance metrics.	40.28
Digital strategy	The corporate strategy and the **digital strategy** complement each other.	40.28
Digital transformation implementation plan formulated	The institution's **digital transformation implementation plan** identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	40.28

Table 2.5 (continued)

Tshwane North TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's **digital transformation implementation plan** includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	40.28
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	40.28
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	40.28
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	40.28
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	40.28
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	40.28
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	40.28
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	40.28

2.2.4 TVET college digital readiness analyses within ToC model

The TVET college assessment on the digital transformation readiness assessment is being concluded by an analysis of the average index scores at each of the digital transformation readiness stages identified in the ToC model. Aligned with the analyses presented up to now, the index scores displayed in table 2.6 show that the average index scores at the input level are in most cases higher than the index scores at the outcome level.

Table 2.6
DXRI for TVET colleges by digital transformation stages

TVET College	Inputs	Activities	Outputs	Outcomes	DXRI	Participation Rate
	Mean	Mean	Mean	Mean	Mean	N
Goldfields TVET College	53.30	50.83	51.58	53.26	52.07	**23**
Boland TVET College	63.38	57.83	61.36	60.19	60.22	**21**
Northlink TVET College	61.32	55.85	58.13	55.48	57.54	**19**
Port Elizabeth TVET College	51.67	47.88	52.52	49.23	49.73	**18**
Tshwane North TVET College	47.33	42.87	46.47	46.60	45.24	**18**
King Hintsa TVET College	51.44	46.43	44.88	44.36	47.20	**16**
Ekurhuleni West TVET College	73.79	64.85	65.91	67.86	67.99	**14**
Northern Cape Urban TVET College	51.25	45.28	49.24	47.92	47.89	**12**
Coastal TVET College	53.00	52.41	52.78	53.09	52.75	**9**
Majuba TVET College	59.11	57.16	57.32	53.55	57.00	**9**
Maluti TVET College	63.75	58.06	59.09	56.25	59.37	**8**
Northern Cape Rural TVET College	55.37	44.99	52.84	51.91	50.10	**8**

Table 2.6 (continued)
DXRI for TVET colleges by digital transformation stages

TVET College	Inputs	Activities	Outputs	Outcomes	DXRI	Participation Rate
	Mean	Mean	Mean	Mean	Mean	N
Capricorn TVET College	68.43	61.94	58.12	53.97	61.68	7
Eastcape Midlands TVET College	57.86	53.29	51.95	54.96	54.70	7
False Bay TVET College	63.83	58.77	64.77	64.35	61.96	6
Tshwane South TVET College	75.83	66.78	69.70	67.36	69.70	6
Letaba TVET College	60.00	50.13	51.82	55.28	54.02	5
Sedibeng TVET College	69.60	54.47	59.09	61.39	60.49	5
Vuselela TVET College	44.40	38.82	40.91	46.11	42.01	5
Western TVET College (Westcol)	54.40	52.24	52.27	52.22	52.83	5
Ehlanzeni TVET College	55.75	47.20	46.59	45.49	49.11	4
Ingwe TVET College	46.75	43.59	41.48	39.58	43.41	4
South West Gauteng TVET College	66.75	59.71	61.93	60.77	62.09	4
Thekwini TVET College	58.75	49.02	53.98	47.57	51.97	4
College of Cape Town	65.67	43.20	51.52	45.37	50.73	3
Nkangala TVET College	67.67	58.55	69.70	62.04	63.04	3
Sekhukhune TVET College	57.33	50.88	53.79	56.02	53.99	3
Umfolozi TVET College	58.67	49.34	48.48	47.68	51.45	3
Buffalo City TVET College	58.50	51.97	52.28	59.03	55.17	2
Elangeni TVET College	72.00	71.71	72.72	73.61	72.28	2
Gert Sibande TVET College	64.00	60.53	61.37	49.31	59.38	2
Johannesburg TVET College	67.00	67.44	71.59	59.03	66.17	2
King Sabata Dalindyebo TVET College	56.00	49.34	45.46	50.00	50.82	2
Lephalale TVET College	57.50	50.00	50.00	50.00	52.04	2
Mnambithi TVET College	59.50	52.31	50.00	50.00	53.54	2
Mopani South East TVET College	60.50	53.29	57.96	62.50	57.61	2
West Coast TVET College	69.50	54.94	62.50	63.20	61.42	2
Ekurhuleni East TVET College	50.00	50.00	50.00	50.00	50.00	1
Esayidi TVET College	55.00	18.42	38.64	44.44	35.87	1
Flavius Mareka TVET College	71.00	66.45	52.27	72.22	67.12	1
Ikhala TVET College	63.00	61.18	54.55	54.17	59.51	1
Lovedale TVET College	60.00	50.00	50.00	50.00	52.72	1
Motheo TVET College	85.00	75.66	93.18	94.44	83.97	1
Mthashana TVET College	40.00	35.53	47.73	44.44	39.95	1
Orbit TVET College	47.00	50.00	50.00	50.00	49.18	1
South Cape TVET College	62.00	45.39	31.82	55.56	50.27	1
Taletso TVET College	50.00	32.24	20.45	29.17	35.05	1
Umgungundlovu TVET College	75.00	61.18	47.73	50.00	61.14	1
Vhembe TVET College	64.00	50.00	50.00	50.00	53.80	1
Waterberg TVET College	50.00	50.00	50.00	50.00	50.00	1
ALL TVET Colleges	**59.86**	**52.40**	**53.77**	**54.22**	**54.95**	**280**

2.3 READINESS OF TVET COLLEGES FOR DIGITAL TRANSFORMATION

Toward the end of section 2 of the assessment instrument, assessors were requested to indicate the extent to which they agree with the level to which TVET colleges is ready for digital transformation, where 1 = strongly disagree, 2 = disagree, 3 = neither agree/disagree, 4 = agree and 5 = strongly agree. This question serves as a consolidation of the overall perception of assessors regarding the level of readiness for digital transformation. Figure 2.6 captures the outcome of this consolidated finding. From the analyses the commitment of TVET Colleges to towards digital transformation is notable. However, the readiness levels drop when reflecting on the availability of a digital transformation strategy and plan and the implementation of such strategy or plans. Furthermore, the index score drops well below 50 index points when considering whether the TVET colleges have digitally transformed as evidenced by the full use of digital teaching and learning.

To complement the analyses, table 2.7 presents supplementary analyses on the readiness for digital transformation for each of the 50 TVET colleges.

Figure 2.6
Readiness of TVET colleges for digital transformation

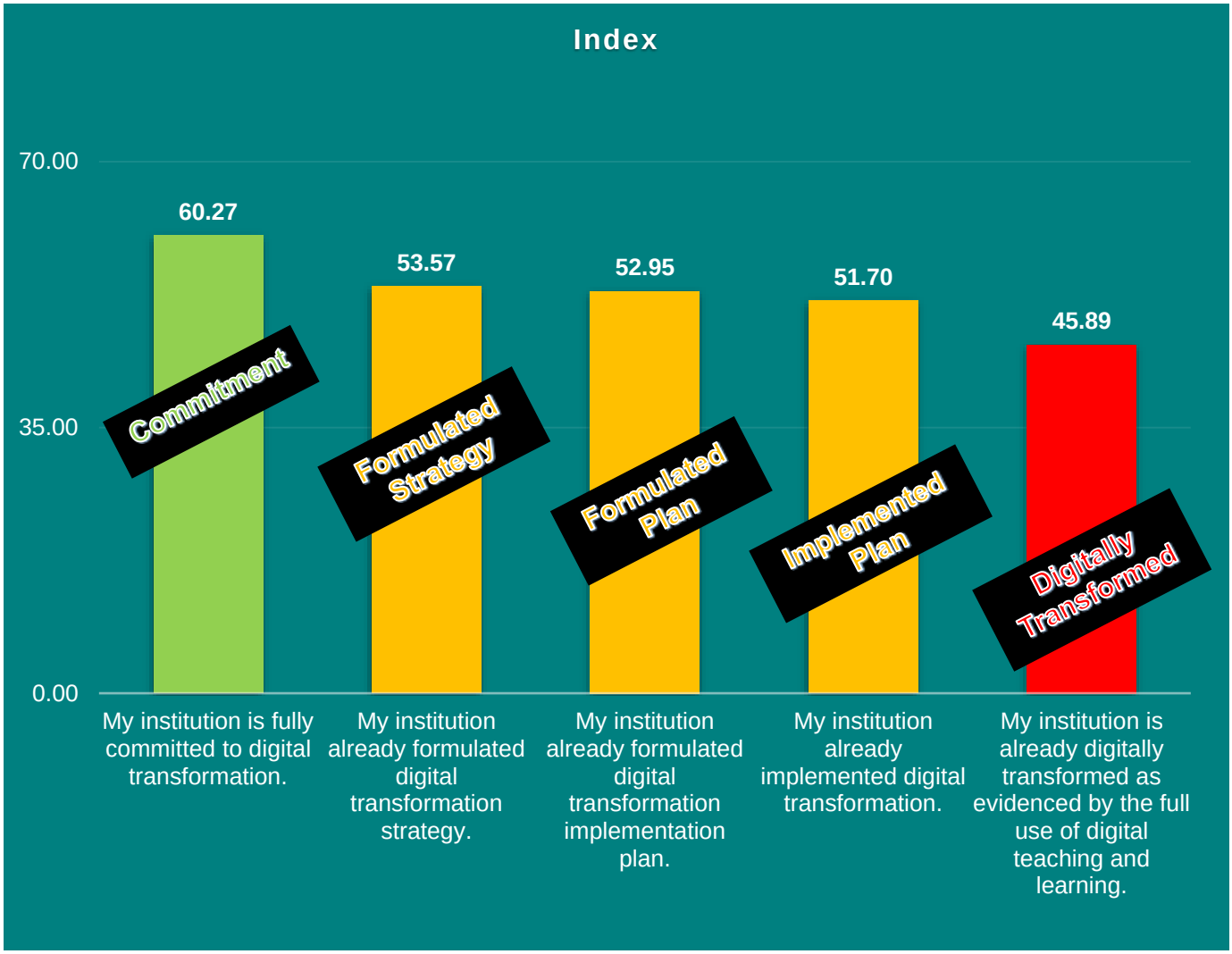


Table 2.7
Readiness for digital transformation by TVET college

TVET College	My institution is fully committed to digital transformation	My institution already formulated digital transformation strategy	My institution already formulated digital transformation implementation plan	My institution already implemented digital transformation	My institution is already digitally transformed as evidenced by the full use of digital teaching and learning
	Index	Index	Index	Index	Index
Boland TVET College	65.48	58.33	57.14	57.14	47.62
Buffalo City TVET College	75.00	62.50	50.00	50.00	37.50
Capricorn TVET College	64.29	60.71	60.71	64.29	57.14
Coastal TVET College	55.56	50.00	50.00	50.00	50.00
College of Cape Town	66.67	50.00	41.67	33.33	25.00
Eastcape Midlands TVET College	60.71	53.57	53.57	53.57	53.57
Ehlanzeni TVET College	50.00	43.75	43.75	37.50	37.50
Ekurhuleni East TVET College	50.00	50.00	50.00	50.00	50.00
Ekurhuleni West TVET College	78.57	69.64	71.43	66.07	64.29
Elangeni TVET College	75.00	75.00	75.00	75.00	75.00
Esayidi TVET College	100.00	0.00	0.00	0.00	0.00
False Bay TVET College	70.83	58.33	62.50	70.83	50.00
Flavius Mareka TVET College	75.00	25.00	25.00	25.00	25.00
Gert Sibande TVET College	75.00	75.00	62.50	50.00	37.50
Goldfields TVET College	55.43	57.61	55.43	51.09	44.57
Ikhala TVET College	100.00	75.00	75.00	75.00	25.00
Ingwe TVET College	37.50	43.75	43.75	37.50	37.50
Johannesburg TVET College	75.00	75.00	50.00	50.00	75.00
King Hintsa TVET College	53.13	48.44	46.88	39.06	37.50
King Sabata Dalindyebo TVET College	50.00	50.00	50.00	50.00	37.50
Lephalale TVET College	50.00	50.00	50.00	50.00	50.00
Letaba TVET College	55.00	40.00	40.00	45.00	40.00
Lovedale TVET College	50.00	50.00	50.00	50.00	50.00
Majuba TVET College	66.67	61.11	55.56	58.33	52.78
Maluti TVET College	62.50	59.38	59.38	59.38	46.88

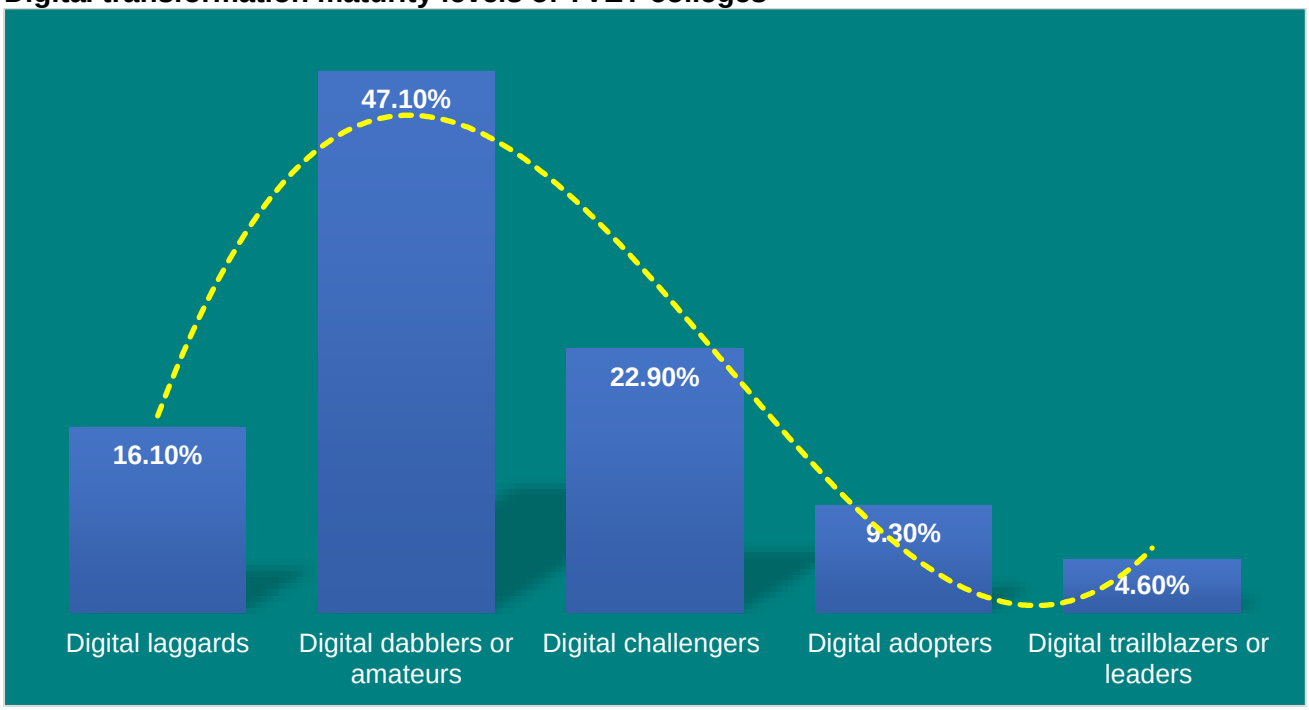
Table 2.7 (continued)
Readiness for digital transformation by TVET college

TVET College	My institution is fully committed to digital transformation	My institution already formulated digital transformation strategy	My institution already formulated digital transformation implementation plan	My institution already implemented digital transformation	My institution is already digitally transformed as evidenced by the full use of digital teaching and learning
	Index	Index	Index	Index	Index
Mnambithi TVET College	50.00	50.00	50.00	50.00	50.00
Mopani South East TVET College	75.00	62.50	62.50	62.50	62.50
Motheo TVET College	100.00	75.00	75.00	100.00	100.00
Mthashana TVET College	0.00	50.00	50.00	25.00	0.00
Nkangala TVET College	75.00	66.67	66.67	58.33	58.33
Northern Cape Rural TVET College	59.38	46.88	43.75	43.75	34.38
Northern Cape Urban TVET College	52.08	41.67	41.67	43.75	35.42
Northlink TVET College	68.42	56.58	55.26	60.53	50.00
Orbit TVET College	50.00	50.00	50.00	50.00	50.00
Port Elizabeth TVET College	50.00	41.67	43.06	44.44	36.11
Sedibeng TVET College	80.00	55.00	55.00	55.00	55.00
Sekhukhune TVET College	50.00	58.33	58.33	58.33	50.00
South Cape TVET College	50.00	75.00	75.00	50.00	50.00
South West Gauteng TVET College	56.25	50.00	50.00	56.25	56.25
Taletso TVET College	75.00	50.00	50.00	0.00	0.00
Thekwini TVET College	62.50	50.00	50.00	50.00	37.50
Tshwane North TVET College	45.83	43.06	43.06	40.28	40.28
Tshwane South TVET College	83.33	79.17	83.33	75.00	66.67
Umfolozi TVET College	50.00	33.33	33.33	41.67	41.67
Umgungundlovu TVET College	50.00	50.00	50.00	50.00	50.00
Vhembe TVET College	50.00	50.00	50.00	50.00	50.00
Vuselela TVET College	55.00	40.00	45.00	40.00	35.00
Waterberg TVET College	50.00	50.00	50.00	50.00	50.00
West Coast TVET College	62.50	62.50	62.50	62.50	50.00
Western TVET College (Westcol)	55.00	60.00	65.00	55.00	45.00
Total	**60.27**	**53.57**	**52.95**	**51.70**	**45.89**

2.4 LEVEL OF DIGITAL PERFORMANCE ACHIEVED BY TVET COLLEGE

In considering five digital transformation maturity levels described in the assessment instrument, assessors were requested to rate the level of digital performance achieved by the TVET college to date. The outcome of this finding is presented in figure 2.7. In 47.1% of the cases, institutions were classified as **digital dabblers or amateurs**, which showcases some awareness/adoption, leadership support and investment in digital transformation with poor ICT capacity for full digital teaching implementation.

Figure 2.7
Digital transformation maturity levels of TVET colleges



Key:

Digital laggards show no awareness/adoption, leadership commitment and investment in digital transformation initiatives with an underdeveloped ICT capacity.
Digital dabblers or amateurs show some awareness/adoption, leadership support and investment in digital transformation with poor ICT capacity.
Digital challengers show high awareness/adoption, leadership support and investment in digital transformation initiatives with moderate ICT capacity.
Digital adopters show very high awareness/adoption, leadership support and investment in digital transformation initiatives with high ICT capacity exists.
Digital trailblazers or leaders show a mature digital transformation plan where digital processes and mindsets are ingrained in the DNA of the institution with an advanced ICT capacity.

Supplementary analyses per TVET college on the digital transformation maturity levels of TVET colleges are presented in table 2.8 for each TVET college individually. A critical finding emerging from the analysis is the **inconsistency of ratings of the maturity level of TVET colleges** in cases where more than one assessor from the same TVET college participated in the assessment. This finding emphasises the different views hold by staff members from the same TVET college, across varied job levels. **It showcases that in most cases staff members are not aligned and that digital transformation is rather dealt with at an individual level and in isolation, rather than at a collective institutional level**. Despite this anomaly, TVET colleges were in most cases classified between being digital amateurs and challengers. Overall, digital amateurs outweighed the classification by most assessors.

Table 2.8
Digital transformation maturity levels of TVET colleges

TVET College	Digital laggards	Digital dabblers or amateurs	Digital challengers	Digital adopters	Digital trailblazers or leaders
Boland TVET College		X	X	X	X
Buffalo City TVET College		X	X		
Capricorn TVET College		X	X	X	X
Coastal TVET College	X	X		X	
College of Cape Town		X	X		
Eastcape Midlands TVET College	X	X	X	X	
Ehlanzeni TVET College	X		X		
Ekurhuleni East TVET College		X			
Ekurhuleni West TVET College	X	X	X	X	X
Elangeni TVET College		X	X		
Esayidi TVET College	X				
False Bay TVET College		X	X	X	X
Flavius Mareka TVET College	X				
Gert Sibande TVET College		X	X		
Goldfields TVET College	X	X	X	X	X
Ikhala TVET College			X		
Ingwe TVET College	X	X			
Johannesburg TVET College		X		X	
King Hintsa TVET College	X	X	X		
King Sabata Dalindyebo TVET College		X			
Lephalale TVET College		X			
Letaba TVET College	X	X	X		X
Lovedale TVET College		X			
Majuba TVET College	X	X	X	X	
Maluti TVET College		X	X		X
Mnambithi TVET College		X			
Mopani South East TVET College		X	X		
Motheo TVET College					X
Mthashana TVET College	X				
Nkangala TVET College		X	X		

Single assessor only

Table 2.8 (continued)
Digital transformation maturity levels of TVET colleges

TVET College	Digital laggards	Digital dabblers or amateurs	Digital challengers	Digital adopters	Digital trailblazers or leaders
Northern Cape Rural TVET College	X		X		
Northern Cape Urban TVET College	X	X	X		
Northlink TVET College		X	X	X	X
Orbit TVET College		X			
Port Elizabeth TVET College	X	X	X	X	
Sedibeng TVET College	X				X
Sekhukhune TVET College	X	X	X		
South Cape TVET College		X			
South West Gauteng TVET College		X		X	
Taletso TVET College	X				
Thekwini TVET College	X	X	X		
Tshwane North TVET College	X	X	X	X	
Tshwane South TVET College		X	X	X	
Umfolozi TVET College		X			
Umgungundlovu TVET College		X			
Vhembe TVET College		X			
Vuselela TVET College	X	X			
Waterberg TVET College			X		
West Coast TVET College			X		
Western TVET College (Westcol)		X	X	X	

Single assessor only

2.5 DIGITAL SKILLS LEVELS

Section 2 of the digital transformation instrument concluded with an assessment of the current digital skills levels of teachers and trainers and students at TVET Colleges. Assessors were requested to rate the level of digital skills attained by most teachers/trainers and students where 1 = only basic skills and 10 = advanced digital skills. Exhibit 2.3 displays the rating scale's anchors and descriptors used for measuring the level of digital skills attained by the mentioned stakeholder groups.

Exhibit 2.3
Digital skills assessment indicators and rating scales

1	2	3	4	5	6	7	8	9	10
Basic digital skills			**Intermediate digital skills**				**Advanced digital skills**		
Basic digital skills cover hardware (for example using a keyboard and operating touch-screen technology), software (for example word processing, managing files on laptops, managing privacy settings on mobile phones), and basic online operations (for example email, search, or completing an online form).			**Intermediate digital skills** [desktop publishing, digital graphic design and digital marketing.]				**Advanced digital skills** [Computer programming and network management, artificial intelligence (AI), big data, coding, cybersecurity, Internet of Things (IoT), and mobile app development]		

Figure 2.8 summarizes the outcome of the digital skills level ratings.

The analysis shows that approximately 80% of the TVET college teachers/trainers and students received rating scores below 6 on the digital skills rating scale. This finding reveals that most teachers/trainers and students were accessed as having only basic digital skills.

Figure 2.8
Digital skills level ratings of TVET college teachers/trainers and students

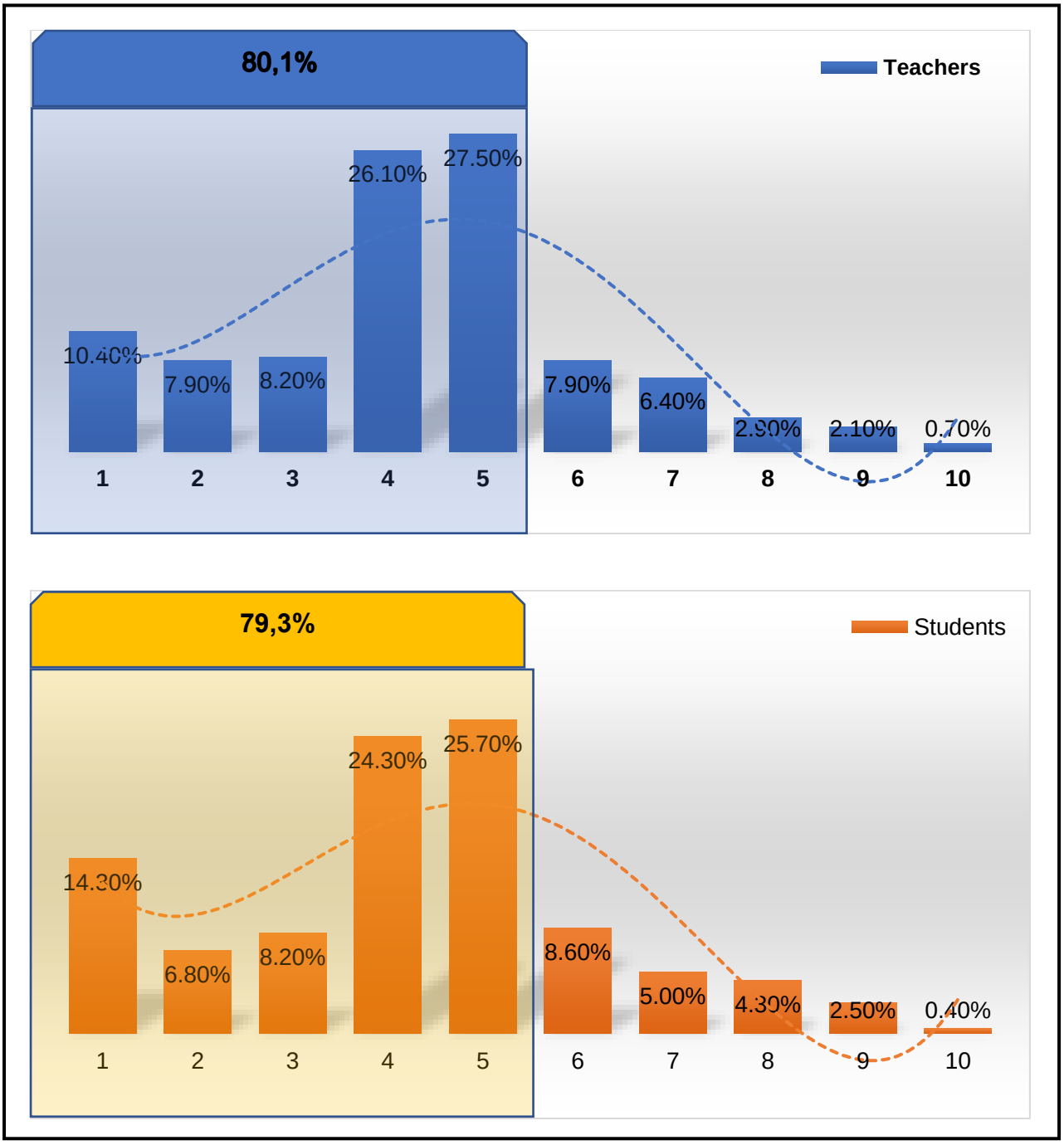


Table 2.9 provides supplementary analyses on the digital skills assessment for each of the 50 TVET colleges.

Table 2.9
Digital skills level ratings of TVET college teachers/trainers and students by college

TVET College	Teachers/trainers	Students
	Mean*	Mean*
Boland TVET College	4.71	4.48
Buffalo City TVET College	3.50	4.50
Capricorn TVET College	5.00	5.00
Coastal TVET College	4.89	4.89
College of Cape Town	4.33	3.00
Eastcape Midlands TVET College	4.43	4.43
Ehlanzeni TVET College	2.75	2.50
Ekurhuleni East TVET College	4.00	4.00
Ekurhuleni West TVET College	5.50	5.79
Elangeni TVET College	6.50	6.50
Esayidi TVET College	1.00	1.00
False Bay TVET College	3.83	4.17
Flavius Mareka TVET College	5.00	6.00
Gert Sibande TVET College	5.50	5.00
Goldfields TVET College	4.74	4.83
Ikhala TVET College	1.00	1.00
Ingwe TVET College	3.00	2.75
Johannesburg TVET College	4.50	5.50
King Hintsa TVET College	3.63	3.75
King Sabata Dalindyebo TVET College	3.50	3.00
Lephalale TVET College	4.00	4.00
Letaba TVET College	4.00	3.80
Lovedale TVET College	5.00	5.00
Majuba TVET College	4.67	4.89
Maluti TVET College	4.50	4.00
Mnambithi TVET College	4.50	4.50
Mopani South East TVET College	6.50	6.00
Motheo TVET College	8.00	7.00
Mthashana TVET College	4.00	2.00
Nkangala TVET College	5.00	5.33
Northern Cape Rural TVET College	2.75	2.63
Northern Cape Urban TVET College	4.67	4.75
Northlink TVET College	4.21	3.84
Orbit TVET College	5.00	5.00
Port Elizabeth TVET College	4.11	3.56
Sedibeng TVET College	4.60	5.00
Sekhukhune TVET College	5.33	5.00
South Cape TVET College	4.00	3.00
South West Gauteng TVET College	5.00	5.00

* 1 = Only basic skills and 10 = advanced digital skills

Table 2.9 (continued)
Digital skills level ratings of TVET college teachers/trainers and students by college

TVET College	Teachers/trainers	Students
	Mean*	Mean*
Taletso TVET College	1.00	2.00
Thekwini TVET College	4.50	3.75
Tshwane North TVET College	3.17	3.33
Tshwane South TVET College	5.67	5.83
Umfolozi TVET College	4.33	4.33
Umgungundlovu TVET College	5.00	5.00
Vhembe TVET College	5.00	5.00
Vuselela TVET College	2.00	1.80
Waterberg TVET College	4.00	4.00
West Coast TVET College	4.00	2.50
Western TVET College (Westcol)	6.00	5.60
Total	**4.34**	**4.25**

* 1 = Only basic skills and 10 = advanced digital skills

2.6 CONCLUSION

This chapter focused on the outcomes of the research findings on the digital transformation readiness of public TVET colleges in South Africa. The analyses applied a 'build-up' approach and started with basic frequency distribution analyses of the 16 digital transformation readiness levels and 92 dimensions. The analysis approach was also combined with cluster analyses to identify leading or lagging levels and dimensions of digital transformation readiness among TVET Colleges. The voluminous data was consolidated into digital transformation readiness index rating and ranking analyses in support of identifying the maturity levels of digital transformation across different levels and dimensions. This approach was combined with the identification of priority TVET colleges which are recommended for priority intervention strategies. The chapter also proposed a case study approach for a selected TVET college and demonstrated how intervention strategies could be positioned to assist TVET colleges in the digital transformation journey. The analyses concluded with an assessment of the maturity of the digital transformation readiness of TVET colleges as well as an assessment of the digital skills levels of TVET college teachers/trainers and students. Overall, the research design showed high levels of consistency, reliability and construct validity which supported the endorsement of the assessment outcome being regarded as most reliable and valid.

The self-assessment revealed several shortcomings and gaps and showed that TVET colleges are facing numerous challenges with notably slow progress and low levels of digital transformation maturity. Also, the ratings of the digital skills and competency levels of both teachers/trainers and students are basic to intermediate at most. Although high levels of willingness to transform are prevalent and encouraging, the development and implementation of digital strategies and plans are not at the desired levels to support any sustainable digital transformation. This is confirmed by the outcome of the self-assessment which resulted in an overall baseline DXRI score of just above 50 index points. The assessors scored TVET colleges at 45 index points for institutional DX readiness as evidenced by the full use of digital teaching and learning. Also, close to half of the participating college assessors ranked TVET colleges primarily as *digital dabblers or amateurs*, which show some awareness/adoption, leadership support and investment in digital transformation with poor ICT capacity and little digital teaching implementation. The inconsistent ratings regarding the level of digital performance achieved by TVET colleges to date, also reveals an internal disjuncture notable

across different job levels within the same TVET college. These findings support the commendation of remedial digital transformation turnaround strategies to be implemented by recommended DX engineers of facilitators. Digital transformation support could be pitched at different levels. At macro and meso levels, support by GIZ can for example include advise to the DHET and TVET colleges regarding short-term and long-term strategic development plans of DX, policy advice, capacity development for leaders, line managers and staff. At the micro-level, direct advisory services by GIZ to develop and implement DX programmes, inclusive of capacity development activities that focus on managers, DX taskforces, key teachers/multipliers at TVET institutes to raise awareness of DX, and capacity in digital literacy, e-pedagogies, and blended learning. Competence activities are likely to be beneficial including seminars, training workshops, technical exchanges, professional sharing networks in both online and offline modes. To promote digital solutions, TVET partners could also benefit from support with the equipment of digital tools and software to establish e-learning rooms/studios, virtual conference room, cloud server solution, development of learning management system, and open educational resource (OER) platform. Based on past experience, GIZ is ideally positioned to assist with the DX of TVET colleges, as was the case in Vietnam where the BMZ (German Federal Ministry for Economic Cooperation and Development) sponsored and government (Ministry of Labour, Invalids and Social Affairs - MoLISA) supported programme labelled “Reform of TVET in Viet Nam” proved to be most valuable in assisting TVET institutes between 2020 and 2023. Exhibit 2.4 list the main activities of this innovative intervention programme.

Exhibit 2.4
Programme Reform of TVET in Vietnam: 2020-2023[12]

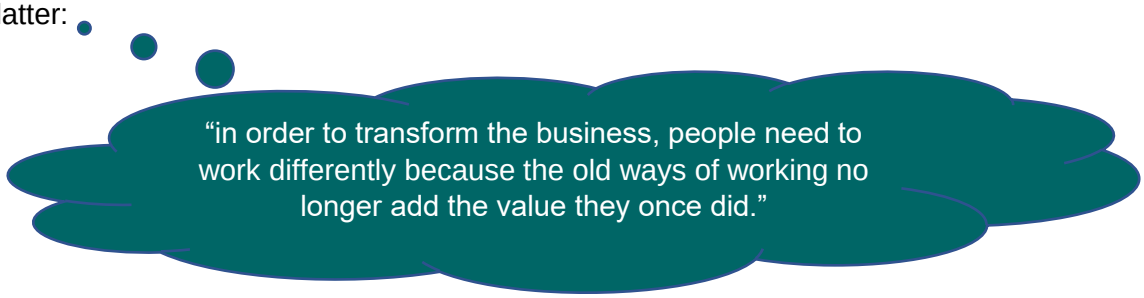
- Policy advice on the normative and administrative reform of the TVET system to adapt it to the changing world of work.
- Supporting eleven high-quality TVET colleges to provide modern training programmes that meet German standards and Vietnamese regulations and requirements. The programme is also capacitating partners to take over additional functions in the TVET system, such as further training teachers and managers from other TVET institutes and workers and job seekers. It also offers further training for 4,500 trainees, including short-term training for persons who lost their jobs because of the COVID-19 pandemic.
- Promoting cooperation with the business sector to develop and update demand-oriented standards and training programmes and conduct cooperative training. The programme also aims to establish skills councils and industry advisory boards as mechanisms for sector actors’ interconnection.
- Fostering the digital transformation through policy advice, capacity development and technical support for TVET 4.0 and developing an open educational resource platform.
- Supporting quality assurance and sector monitoring of the partners
- Promoting green TVET institutes and green skills
- Enhancing the image of TVET and inclusion in the TVET system by organising Girls’, Boys’ and Inclusion Days at TVET institutes, scholarships for women and people with disabilities and supporting Viet Nam’s participation in WorldSkills championship of occupational skills.

Additional key lessons learned from international research by the European Training Foundation (ETF), the ILO and Word Bank within the TVET colleges ecosystem are also relevant and applicable to the South African study. As the awareness and commitment of Vocational education and training (VET) providers is a pre-condition for the potential digital transformation of Vocational education and training (VET) and for ‘making better use of digital technology for teaching and learning’, analysing the digital readiness of VET providers and supporting their capacity to become ‘digitally competent’ should be the top priority action for

[12] GIZ. 2021. Reforming technical and vocational education and training in Viet Nam (giz.de). March. https://www.giz.de/en/worldwide/18723.html

interventions. This will also require a strategic entry into key elements such as leadership, teaching, quality assurance and learning practices.

Likewise, as a further priority, it is recommendable to make digital skills and competence, and digital and online learning in VET more visible in national digital agendas. Typical actions could include the support for the establishment of (or fostering of existing) digital skills strategies and facilitate policy dialogue mechanisms at national level that effectively link the overall digital agenda of a South Africa with Digital skills and competence (DSC) and Digital and online learning (DOL) in VET dimension. For example, supporting the formation of national digital skills and job coalitions, or promoting the idea of a national working group or sub-group on digital skills strategy, i.e. an expert advisory committee on DSC and DOL in VET, or through policy advice and sharing international good practices. The latter is extremely important to demonstrate successful models of DX and to transform educator's mindset from traditional to digital teaching and learning. The following catch phrase by Gartner[13] pertinently applies to the latter:



This nuance emphasises the critical need to engage people in changing their mindset and behaviour to suit the new ways of working, such as working virtually. Without a proper understanding of the digitalization and the changes it brings along, it will be challenging for the workforce to absorb the transforming nature of work.

Other complementary actions could include an analyses of the progress of Digital skills and competence (DSC) and Digital and online learning - DOL (also referred to as e-learning) policy and practice in relation to VET and the potential impact of digitalisation on skills and VET provision.

As a final priority, the promotion of digital competence as a key competence for VET is essential. Recommended activities include the promotion of DSC for VET teachers and trainers. The digital readiness of VET providers relies to a large extent on teachers and trainers – it is widely known that teachers are the most important factor contributing to learning outcomes and achievement. Teachers often also act as role models for the proper and critical use of digital technology in the learning process. On the other hand, teachers themselves need to learn and catch up with the latest developments in order to improve their competencies. Further activities could include to promote DSC in curricula for VET students and adult learners: Basic as well as job-specific digital skills are becoming an increasingly important element of the overall skills sets of VET learners with a view to ensuring their employability. VET curricula, at all levels, need to be revisited and updated to ensure that such competences are properly included in students' learning outcomes.

[13] Hietala J & Camarda, C. 2015. White Paper - Digital transformation of learning: Why we need another "Apollo Effect". Valamis

Collaborate with private entities in the education technology sector at the national level. A number of promising education technology initiatives have been mounted around the world in the form of start-ups or social initiatives by private tech companies. TVET systems should try and collaborate with experts in this area to benefit from existing knowledge and work being carried out by private initiatives in their country. This will enable the TVET sector to capitalize on this development of educational technology and to benefit from customized resources for trainees for better programmes.

Forging partnerships with the private sector in exploring ways of recognizing skills will also help to ensure that skills are employed to their full productivity potential.

Teachers need to integrate technology seamlessly into the curriculum instead of viewing it as an add-on, an afterthought, or an event.

Bill Gates

CHAPTER 3

CURRENT AND FUTURE COURSE/PROGRAMME OFFERINGS

3.1 INTRODUCTION

The nature of the questions included in Section 3 of the digital transformation readiness assessment instrument focused on the following auxiliary matters:

- The priority (top-in demand) programmes/courses currently offered by TVET Colleges to meet local industry demands for technical and vocation skills development.
- Priority programmes/courses currently offered by TVET Colleges to meet the learning needs of female students.
- The level of change (increase, decrease, unchanged) in overall course enrolments of females during the past three years (2019-2021).
- The level of change (increase, decrease, unchanged) in the share of Science, Technology, Engineering or Mathematics (STEM) course enrolments from female learners during the past three years (2019-2021).
- The priority programmes/courses currently offered by TVET Colleges to develop critical digital skills and 4IR competencies for future technical and vocational occupations.
- The main local economic sectors being prioritized by TVET Colleges to develop critical digital skills and 4IR competencies for future technical and vocational occupations.
- Current priority courses/programmes being planned or developed by TVET Colleges to address future in-demand digital skills required by the job market.
- Current methodology being applied by the TVET college to determine future-in-demand digital skills needs of industry.
- Most recent business partnerships or relationships established by TVET Colleges to support workplace learning and placements and the development of future technical and vocational digital skills and competencies, given the future digital skills and 4IR demands of the local industry.
- Priority digital skills most crucial to the future of work.

This chapter discusses the outcome of the issues indicated above based on the views of academic executive managers, programme managers, senior academic heads and campus academic managers/heads of TVET colleges**.** Table 3.1 indicated that a total of 39 key informants finally agreed to provide their views regarding the additional qualitative research questions, which were deliberately filtered to only apply to executive and senior academic TVET staff who were judged to be best positioned and knowledgeable to secure constructive responses to the more strategically focused research questions targeted at academic experts/ key informants.

The monosyllabic style of some responses required follow-up research to correctly interpret such responses. Multi-responses were also deconstructed during thematic analyses conducted for the purpose of this study which entailed the clustering of homogenous responses to finally assess the key findings emerging from the qualitative views and inputs provided by the academic experts. It should be reiterated that the intention of the inclusion of sections 3 of the assessment instrument was not to gain mass participation, but rather expert views on pertinent research questions related to the scope of the study.

This approach was also supported due to a fairly lengthy assessment instrument, of which section 2 required about 30 minutes to complete. In addition, section 3 required about an additional 15 minutes to complete, which resulted in the decision to limited participation in this section to an exclusive research audience on condition that they are executive and senior managers who manages and deals directly with the academic affairs at TVET colleges.

Table 3.1
Participating academic experts / key informants

Job level	n
Deputy Principal Academic	11
Programme Manager	14
Head of Academic Department	9
Campus Academic Manager / Head	5
Total	**39**

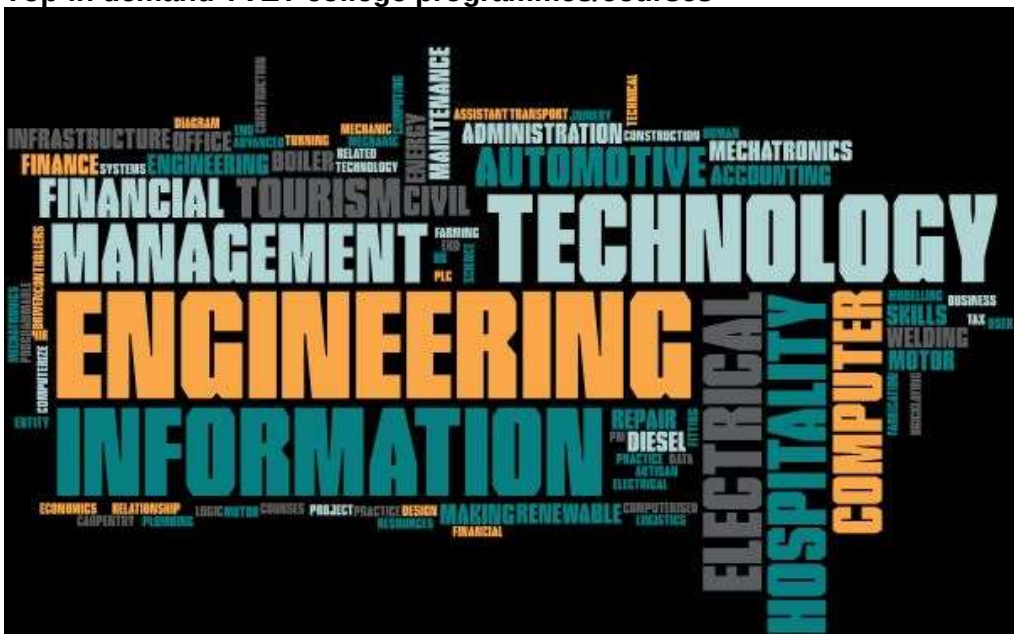
Given the scope of the auxiliary research questions contained in section 3, the qualitative research was supplemented by secondary research, which pertinently focused on TVET college student enrollment and future skill needs analyses of the technical and vocational education sector. These complementary analyses served to secure a comprehensive approach to better grasp the TVET college ecosystem under investigation and how the current set-up is conducive and fittingly equipped for digital transformation (DX).

With reference to the data analysis methodology applied to assess the outcome of the quantitative research phase, it should be noted that thematic analyses were primarily conducted in the form of **word clouds**, which visualizes the key findings resulting from the series of qualitative research questions posed to the academic managers and experts regarding the current and future course/programme offerings of TVET colleges. The outcomes emerging from the qualitative research analyses are disclosed according to the key topics included in section 3 of the assessment instrument.

3.2 PRIORITY (TOP-IN DEMAND) PROGRAMMES/COURSES CURRENTLY OFFERED BY TVET COLLEGES TO MEET LOCAL INDUSTRY DEMANDS FOR TECHNICAL AND VOCATION SKILLS DEVELOPMENT

The views of the key informants regarding the top-in demand programmes/courses currently offered by TVET colleges to meet industry demand for technical and vocational skills development are consolidated in Word Cloud 3.1.

Word cloud 3.1
Top-in demand TVET college programmes/courses



From the word cloud analyses information provided above, technology, computer sciences and engineering programmes top the list of top-in demand programmes/courses currently offered by TVET colleges. Engineering fields included in the list relates to automotive engineering, civil engineering, electrical engineering, technical engineering and mechatronics. Computer practice and blended computer programmes such as computerise financial systems were also highlighted. Electrical infrastructure and construction industry-related programmes listed include welding, fitting and turning, carpentry, joinery, bricklaying and plumbing. With reference to environmental management, renewable energy programmes were also listed. Also, business services programmes included business management, finance, economics, accounting and financial management and transportation and logistics. Tourism and hospitality also featured relatively predominantly among the listed programmes.

Supplementary to the Word Cloud analysis reported above, additional analyses of a capita selecta of Quarterly Labour Force Survey was conducted to identify skills which are high in demand in South Africa. By making use of the 2010 and 2021 Quarter 3 Quarterly Labour Force Surveys an analysis was conducted with respect to the growth in specific occupational categories in South Africa. It appears from such analyses that strong growth has been experienced in occupations for which digital skills are required. Examples in this regard from table 3.2 include inter alia computer assistants for which the demand increased by 220.9% during the period 2010 to 2021, Computer systems designers and analysts whose demand increased by 144.4%, computing services managers whose demand increased by 1265.6%, electronics fitters whose demand increased by 284.8% and fibre preparers whose demand increased by 189.5%.

Table 3.2
The growth in the demand for selected occupations, 2010 tot 2021

Occupation	2010	2021	% Change 2010-2021
Agronomists, food scientists and related professionals	5 156	17 548	240.4
Apiarists and sericulturists (farm owners and skilled farm workers)	731	1 940	165.3
Architects, engineers and related professionals	6 143	8 153	32.7
Builders, traditional materials	1 308	3 037	132.2
Building construction labourers	112 330	247 485	120.3
Cement and other mineral products machine operators	4 723	8 516	80.3
Chemical engineers	5 437	6 512	19.8
Computer assistants	8 174	26 235	220.9
Computer programmers	28 650	33 714	17.7
Computer systems designers and analysts	32 868	80 338	144.4
Computing professionals not elsewhere classified	4 969	6 211	25.0
Computing services managers/department managers	2 607	35 525	1262.6
Dairy and livestock producers (farm owners and skilled farm	14 952	20 538	37.4
Decorators and commercial designers, Product, industrial designers	32 899	38 100	15.8
Electrical engineers	12 118	17 264	42.5
Electrical line installers, repairers and cable jointers	3 655	8 355	128.6
Electronics fitters (including apprentices/trainees)	7 120	27 396	284.8
Electronics mechanics and servicers (including apprentices/trainees)	14 187	28 965	104.2
Fibre preparers (including apprentices/trainees)	1 413	4 091	189.5
Fire-fighters	7 560	12 527	65.7
Food and beverage tasters and graders (including apprentices	988	3 246	228.4
General managers in agriculture, hunting, forestry and fishing	15 780	25 058	58.8
General managers in construction	22 966	28 256	23.0
General managers in manufacturing	387	9 478	2351.7
General managers in transport, storage and communication	45 072	59 235	31.4
Hairdressers, barbers, beauticians and related workers	98 174	128 883	31.3
Life science technicians, Biological science and Medical scientists	2 864	6 416	124.0
Mechanical engineers	7 077	20 654	191.8
Medical assistants	480	1 202	150.6
Metal, rubber and plastic products assemblers	4 729	7 894	66.9
Mining and metallurgical technicians	1 508	2 679	77.6
Mixed crop growers (farm owners and skilled farm workers)	175	5 954	3295.2
Pharmaceutical assistants	12 669	16 061	26.8
Photographers and image recording equipment operators, Sound engineers	15 590	29 044	86.3
Plumbers and pipe fitters (including apprentices/trainees)	87 431	119 287	36.4
Production and operations managers/department managers in agriculture	4 869	17 225	253.7
Production and operations managers/department managers in manufacturing	27 934	70 003	150.6
Production and operations managers/department managers in transport	36 689	75 760	106.5
Production and operations managers/department managers in wholesale	43 928	74 475	69.5
Sanitarians	1 940	4 483	131.0
Welders and flamecutters (including apprentices/trainees)	95 479	122 932	28.8
Wood and related products assemblers	2 591	5 368	107.2
Woodworking-machine setters and setter-operators (including	493	4 687	851.5

Sources: Statistics South Africa Quarterly Labour Force Survey (QLFS) Q3 2010; Statistics South Africa Quarterly Labour Force Survey (QLFS) Q3 2021.

Additional to the list of high-in-demand skills derived from the said 2010 and 2021 Third Quarter Quarterly Employment Survey releases, the Department of Home Affairs on 22 February 2022 published a list of 101 scarce skills/qualifications in the Government Gazette (Nr 45860). These 101 scarce skills/occupations are as follows:

- Director of an enterprise.
- Policy and planning manager.
- Corporate general manager.
- Quality systems manager.
- Customer service manager.
- Research and development manager.
- Manufacturing operations manager.
- Engineering manager.
- Supply and distribution manager.
- Chief information manager.
- Data management manager.
- Environmental manager.
- Call or contact centre manager.
- Physicist.
- Climate change scientist.
- Chemist.
- Geologist.
- Geophysicist.
- Material scientist.
- Mineralogist.
- Hydrologist.
- Oceanographer.
- Actuary.
- General biologist.
- Biotechnologist.
- Microbiologist.
- Zoologist.
- Agricultural scientist.
- Food and beverage scientist.
- Conservation scientist.
- Environmental scientist.
- Industrial engineer.
- Industrial engineering technologist.
- Civil engineer.
- Civil engineering technologist.
- Mechanical engineer.
- Mechanical engineering technologist.
- Aeronautical engineer.
- Aeronautical engineering technologist.
- Naval architect.
- Chemical engineer.
- Chemical engineering technologist.
- Mining engineer.
- Metallurgist.
- Biomedical engineer.
- Quantity surveyor.
- Agricultural engineer.
- Agricultural engineering technologist.
- Electrical engineering technologist.
- Energy engineer.
- Energy engineering technologist.
- Electronics engineer.

- Architect.
- Urban and regional planner.
- Multimedia designer.
- Nurse educator.
- University lecturer and above.
- FET Phase school teacher (Grade 10-12).
- Senior phase school teacher (Grades 8-9).
- Tax professional.
- External auditor.
- Forensic accountant.
- Investment analyst.
- Investment manager.
- Investment advisor.
- Business development officer.
- Policy analyst.
- Corporate treasurer.
- Organizational risk manager.
- Internal auditor.
- Occupational instructor (Air traffic space).
- Market research analyst.
- ICT systems analyst.
- Data scientist.
- Software developer.
- Programmer analyst.
- Developer programmer.
- Multimedia specialist.
- Applications programmer.
- Computer quality assurance analyst.
- Computer network and systems engineer.
- Network analyst.
- ICT security specialist.
- Economist.
- Chemistry technician.
- Town planning technician.
- Electronic engineering technician.
- Mechanical engineering technician.
- Draughtsperson.
- Air traffic controller.
- Inbound contact centre consultant.
- Outbound contact centre consultant.
- Air conditioning and refrigeration mechanic.
- Metal machinist.
- Millwright.
- Mechatronics technician.
- Lift mechanic.
- Electrical equipment mechanic.
- Transportation electrician.
- Instrument mechanician.

Upon keeping in mind the strong growth in demand for the various technical occupations in South Africa as shown in table 3.2 above, the questioned could be asked as to whether the available TVET student enrolment data actually reflects that students are being trained by TVET Colleges to fill the demand structure as indicated in table 3.2 above. To answer this question enrolment figures of TVET Colleges were analysed. The results of such analyses can be seen in figure 3.1 which displays the number of TVET students enrolled for National Certificate (Vocational) - NC(V) Level 2 - 4 programmes in 2019. In total 138 912 students were enrolled for the NC(V) Level 2-4 programmes, which represents about 20% of the total enrolments of TVET colleges during 2019. Programmes attracting the highest number of students include Office Administration, Engineering and related design and electrical infrastructure and construction. Clearly there are overlapping programmes cited in figure 3.1, which were also listed by the key informants / experts who listed programmes intuitively without consulting any formal records. Also form the qualitative analyses the following verbatim quote substantiated the response to the question of TVET college programme offerings:

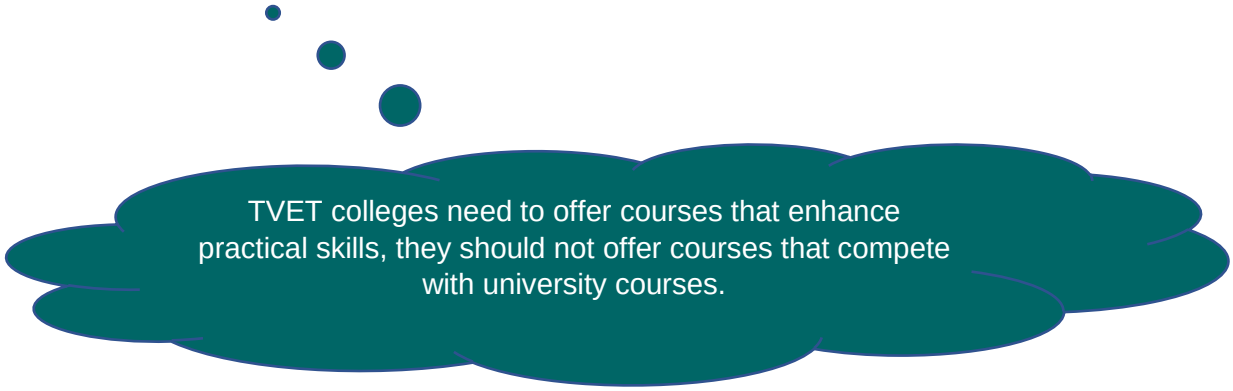


Figure 3.1
Enrolled for National Certificate (Vocational) - NC(V) Level 2 - 4 programmes, 2019

Programmes - NC(V) Level 2-4	Total
Office Administration	29 438
Engineering and Related Design	17 344
Electrical Infrastructure and Construction	16 963
Civil Engineering and Building Construction	9 639
Hospitality	9 163
Tourism	8 674
Finance, Economics and Accounting	8 368
Information Technology and Computer Science	7 745
Management	6 612
Marketing	5 810
Safety in Society	5 193
Primary Agriculture	4 403
Transport and Logistics	3 713
Education and Development	3 190
Primary Health	1 079
Mechatronics	800
Process Plant Operations	592
Drawing Office Practice	165
Unspecified*	21
Total	**138 912**

*The programme name was not specified for these records in the unit standards list.
Source: TVETMIS 2019, data extracted in December 2020.

3.3 PRIORITY PROGRAMMES/COURSES CURRENTLY OFFERED BY TVET COLLEGES TO MEET THE LEARNING NEEDS OF FEMALE STUDENTS

A second-layer question was used to also gain insights into academic key informant's views on which priority programmes/courses are currently offered by TVET colleges to meet the learning needs of particularly **female students**. These views are captured in Word Cloud 3.2. Predominant themes emerging from the word cloud assessment included 'engineering' and 'management'-related programmes. With reference to engineering programmes, the following were listed intuitively as part of the list: automotive engineering, electrical engineering and mechanical engineering. Of these, electrical engineering topped the list of mentions. Among the top-of-the-mind 'management' programmes, management assistant and office administration programmes topped the list. Also, business management, office management, human resource management and farming management were mentioned. Furthermore, hospitality and tourism were among the more frequent mentioned programmes which focus on female students in particular. With reference to business services, finance, economics and accounting programmes topped the list. In the manufacturing and construction space, fitting and turning, welding, and plumbing programmes topped the list of mentions. Also, to meet the learning needs of female students in the education space, the key informants predominantly mentioned Early Childhood Development (ECD) programmes and Educare. Lacking among the list, include information technology programmes, with only Information Processing being listed as the single related programme in the ICT space.

Word Cloud 3.2
Priority programmes/courses directed at the learning needs of female students

Supplementary comments quoted by the key informants which are worthy noting include the following three verbatim excerpts:

Management assistant courses and office administration are traditional female learning areas

TVET college programs are focuses on a students not gender.

All programmes are not gender aligned.

If students meet the admission requirements of a programme, they are admitted

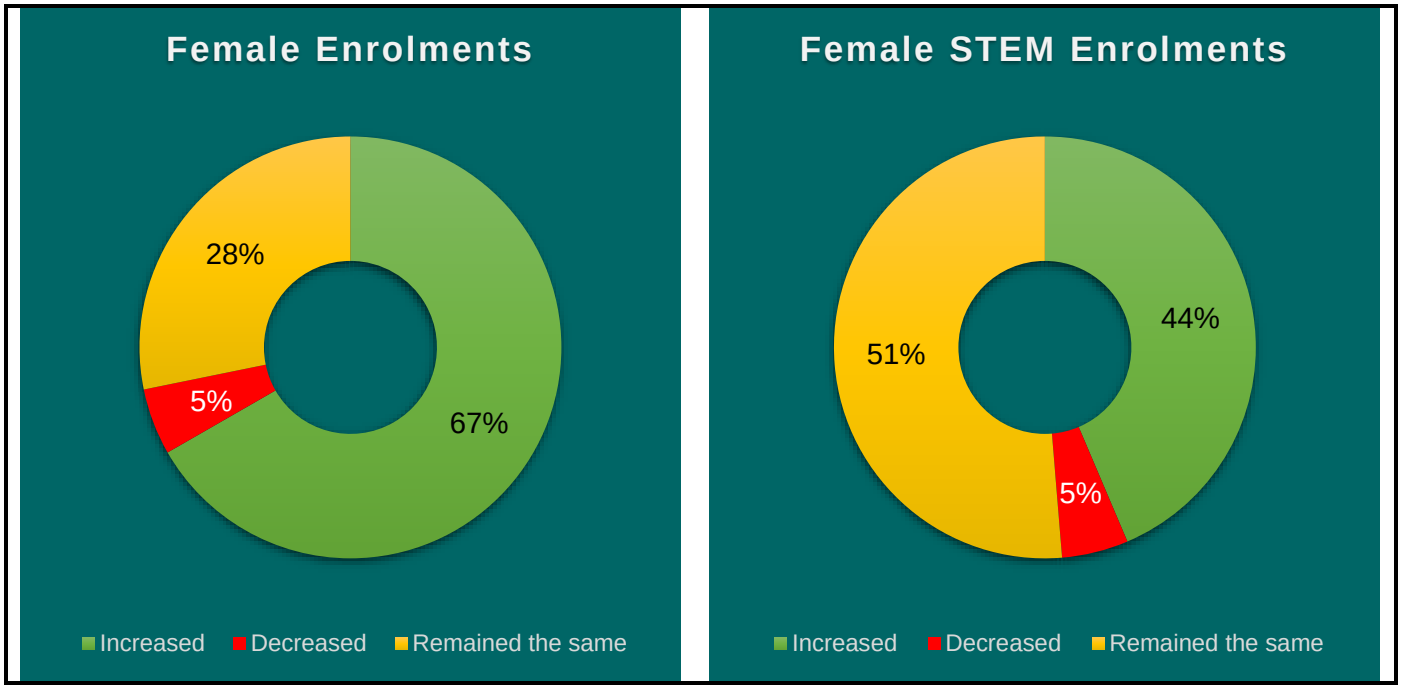
3.4 LEVEL OF CHANGE (INCREASE, DECREASE, UNCHANGED) IN (i) OVERALL COURSE ENROLMENTS, AND (ii) SHARE OF SCIENCE, TECHNOLOGY, ENGINEERING OR MATHEMATICS (STEM) COURSE ENROLMENTS OF F EMALES DURING THE PAST THREE YEARS (2019-2021)

Building on the focus on female students, the key informants were also requested to indicated whether:

(i) The overall course enrolments of females increase, decrease, or did it remain the same during the past three years (2019 to 2021).
(ii) The share of Science, Technology, Engineering or Mathematics (STEM) course enrolments from female learners increase, decrease, or did it remain the same during the past three years (2019 to 2021).

The responses to these questions are captured in figure 3.2. The analyses reveal high levels of consensus among the key informants that he overall enrolment of female students have increased, while female STEM enrolments have largely remained unchanged.

Figure 3.2
Overall Female and STEM Female enrolments at TVET colleges



To further explore the size of female students within the TVET college sector of South Africa, the qualitative research was supplemented with some complementary secondary research based on past and present student enrolment figures of TVET colleges. The outcome of the secondary research analyses is discussed in more detail in the section below.

3.4.1 Secondary research on TVET student enrolment trends

It was important to analyse student enrolment data obtained from the DHET to address pertinent research questions regarding the standing of female students within the TVET college system. The aim was specifically to assess the size of the female student population and their enrolment status across the categories of courses and qualifications offered by TVET colleges. For these purposes the BMR relied heavily on the DHET data which was available up to 2019 as the 2020 statistics were not available at the time of finalizing the report. Although the analyses predominantly aim to perform a gender-cohort assessment, the statistical overview also presents a holistic overview of the student enrolment size of the technical and vocational education and training sector of South Africa. This picture also provides a more informed understanding of the size of potential digital citizens who require access to information technology to engage and digitally skill themselves during a period when the TVET college sector of South Africa are increasingly becoming under pressure to advance their digital transformation process in response to the digitalization demands and skills requirements desired by a digitalized economy. Therefore, it is important to do a gender cohort analysis to identify potential gaps in the technical and vocational education and training system which may possibly disadvantage female students or other student cohort groups to equally benefit from the digital transformation and accompanying technical and vocational programmes offered now and in the near future by TVET colleges.

To commence with the secondary research, selected data extracts on TVET college student enrolment figures from 2010 to 2019 are displayed in tables 3.3 to 3.12. The analyses include student enrolment data by qualification category (NC(V), Report 191 (N1-N6), Occupational Qualifications, Other, PLP)[14] and age group, population group, gender, and province for 2019. The data analyses also show the enrolment cycle count of students in TVET colleges for NC(V) programmes, by qualification level and gender for 2019. Similar data are displayed for the enrolment cycle count of students in TVET colleges for Report 191 programmes, by level of study and gender for 2019.

To support the above gender cohort analyses, the female:male ratios of student enrolment numbers by NC(V) programmes have been computed based on available TVET Management Information System (TVETMIS) data. The final part of the data extracts focuses on the number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender for 2019. With reference to the latter, the data is exhibited for: (i) NC(V) qualifications by province and level, (ii) Report 190/1 N1 to N3 qualifications for Engineering Studies by province, (iii) Report 190/1 N4 to N6 part-qualifications for Engineering Studies by province, (iv) Report 191 N4 to N6 part- qualifications for Business Studies by province, (v) NC(V) Level 4 qualification by programme and gender, and (vi) Report 190/1 N6 part-qualification by programme and gender.

Table 3.3
Enrolment in TVET colleges, 2010 – 2019

Qualification Category	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
NC(V)	130 039	124 658	140 575	154 960	166 433	165 459	177 261	142 373	131 212	138 912
Report 191 (N1-N6)	169 774	222 754	359 624	442 287	486 933	519 464	492 026	510 153	482 175	494 070
Occupational Qualifications	23 160	20 799	62 359	19 000	19 825	20 533	13 642	10 969	20 106	22 886
Other	35 420	32 062	95 132	23 371	29 192	32 424	22 468	24 533	23 355	14 025
PLP	n.a	n.a	n.a	n.a	n.a	n.a	n.a	n.a	285	3 597
Total	**358 393**	**400 273**	**657 690**	**639 618**	**702 383**	**737 880**	**705 397**	**688 028**	**657 133**	**673 490**

Sources: Statistics on Post-School Education and Training in South Africa, 2018.
TVETMIS 2019, data extracted in December 2020.

In support of some trend analyses, figure 3.3 displays the growth in student enrolment from 2010 to 2019, with 2010 used as base-year (100).

[14] **Notes**:

Report 191 refers to the National Accredited Technical Education Diploma (NATED) programmes, N1 to N6, Non-National Certificate and N Diploma. It is a part-qualification.
NC(V) refers to the National Certificate (Vocational) Levels 2-4.
"**Occupational Qualifications**" are those qualifications associated with a trade, occupation or profession, resulting from work-based learning and consisting of knowledge, practical and work experience components.
"**Other**" refers to all other programmes offered in TVET colleges, for example skills and short courses (accredited or not) as well as enrolment into higher certificates. It also includes programme enrolment numbers that were misreported in 2018.
PLP refers to a Pre-Vocational Learning Programme which is a foundational learning programme and not registered on the NQF.
Students are counted once in every enrolment cycle i.e., annual, semester and trimester, and this may result in students being counted more than once if they enrol in every trimester/semester cycle. For example, this means that a student enrolled for N2 and repeating N1 subjects in the same enrolment cycle will be counted once.

Figure 3.3
TVET college Student enrolment trends, 2010 - 2019

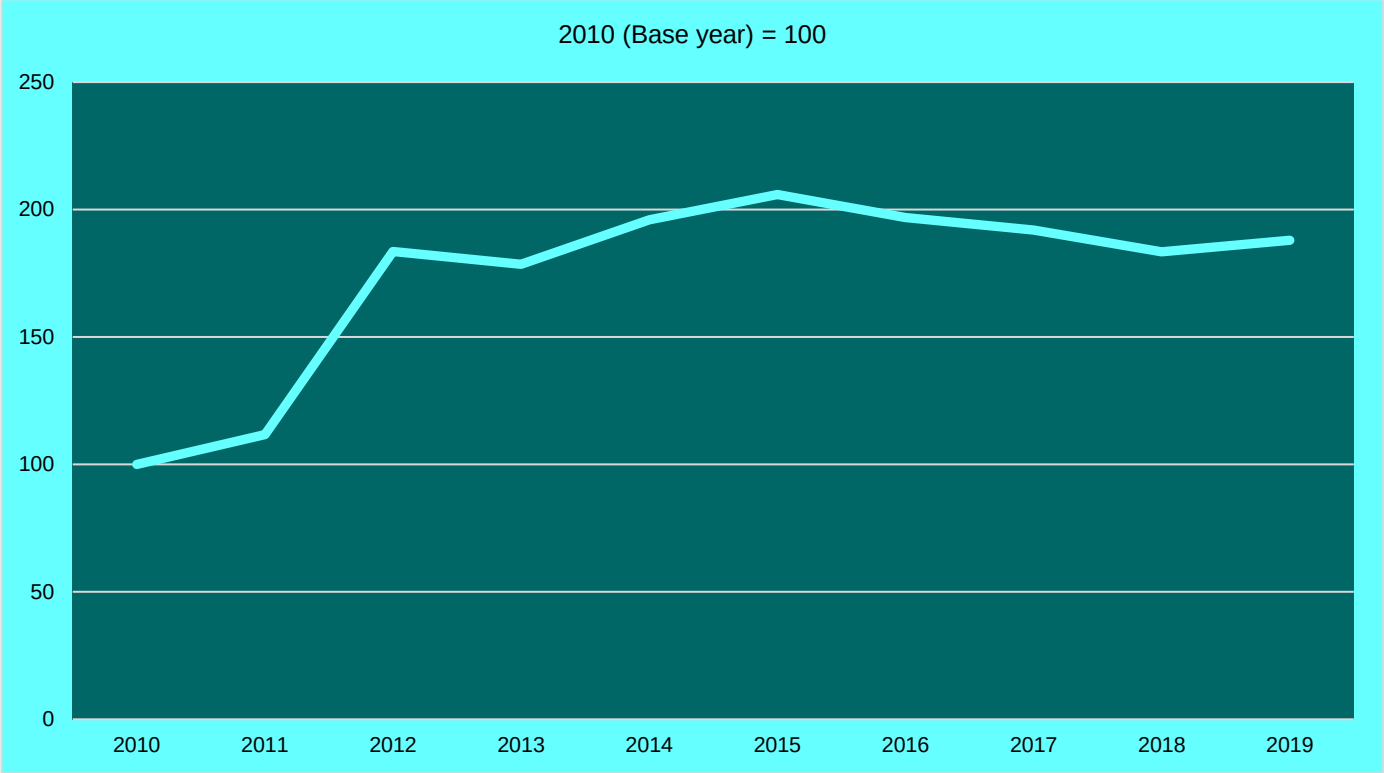


Table 3.4
Enrolment cycle count of students in TVET colleges by qualification category and age group, 2019

Qualification Category	<15 years	15 – 19 years	20 – 24 years	25 – 29 years	30 – 34 years	35 – 39 years	≥40 years	Total	%
NC(V)	3	13 281	88 102	29 394	6 140	1 474	518	**138 912**	**20.63%**
Report 191 (N1-N6)	0	60 600	292 281	88 296	30 515	13 257	9 121	**494 070**	**73.36%**
Occupational Qualifications	0	1 741	7 348	5 939	3 208	1 838	2 812	**22 886**	**3.40%**
Other	1	1 258	5 206	3 586	1 735	898	1 341	**14 025**	**2.08%**
PLP	0	987	2 127	343	95	25	20	**3 597**	**0.53%**
Total	**4**	**77 867**	**395 064**	**127 558**	**41 693**	**17 492**	**13 812**	**673 490**	**100.00%**
	0.00%	**11.56%**	**58.66%**	**18.94%**	**6.19%**	**2.60%**	**2.05%**	**100.00%**	

Source: TVETMIS 2019, data extracted in December 2020.

Table 3.5
Enrolment cycle count of students in TVET colleges by qualification category and population group, 2019

Qualification Category	African	Coloured	Indian/Asian	White	Unspecified	Total
NC(V)	133 431	5 082	110	262	27	**138 912**
Report 191 (N1-N6)	458 768	29 977	1 284	3 946	95	**494 070**
Occupational Qualifications	16 528	5 756	80	519	3	**22 886**
Other	9 194	4 248	55	504	24	**14 025**
PLP	3 266	311	6	12	2	**3 597**
Total	**621 187**	**45 374**	**1 535**	**5 243**	**151**	**673 490**
	92.23%	**6.74%**	**0.23%**	**0.78%**	**0.02%**	**100.00%**

Source: TVETMIS 2019, data extracted in December 2020.

Table 3.6
Enrolment cycle count of students in TVET colleges by qualification category and gender, 2019

Qualification Category	Female	Male	Total	Female (%)	Male (%)
NC(V)	89 809	49 103	**138 912**	64.70%	35.30%
Report 191 (N1-N6)	283 290	210 780	**494 070**	57.30%	42.70%
Occupational Qualifications	14 502	8 384	**22 886**	63.40%	36.60%
Other	7 339	6 686	**14 025**	52.30%	47.70%
PLP	1 619	1 978	**3 597**	45.00%	55.00%
Total	**396 559**	**276 931**	**673 490**	**58.90%**	**41.10%**

Source: TVETMIS 2019, data extracted in December 2020.

Table 3.7
Number of TVET colleges and enrolment cycle count of students in TVET colleges by province, 2019

Province	TVET colleges	Students	%
Eastern Cape	8	72 827	10.81%
Free State	4	52 025	7.72%
Gauteng	8	166 846	24.77%
KwaZulu-Natal	9	120 773	17.93%
Limpopo	7	77 533	11.51%
Mpumalanga	3	41 819	6.21%
North West	3	34 956	5.19%
Northern Cape	2	16 084	2.39%
Western Cape	6	90 627	13.46%
National	**50**	**673 490**	100.00%

Source: TVETMIS 2019, data extracted in December 2020.

Table 3.8
Enrolment cycle count of students in TVET colleges by qualification category and province, 2019

Province	NC(V)	Report 191 (N1-N6)	Occupational Qualifications	Other	PLP	Total
Eastern Cape	18 173	52 658	644	734	618	**72 827**
Free State	7 239	43 209	498	828	251	**52 025**
Gauteng	30 898	130 870	3 043	1 708	327	**166 846**
KwaZulu-Natal	26 946	89 472	2 813	803	739	**120 773**
Limpopo	21 664	52 354	2 208	942	365	**77 533**
Mpumalanga	12 938	27 295	1 184	149	253	**41 819**
North West	7 278	25 494	1 109	794	281	**34 956**
Northern Cape	2 332	12 379	1 101	78	194	**16 084**
Western Cape	11 444	60 339	10 286	7 989	569	**90 627**
National	**138 912**	**494 070**	**22 886**	**14 025**	**3 597**	**673 490**

Source: TVETMIS 2019, data extracted in December 2020.

Table 3.9
Enrolment cycle count of students in TVET colleges for the NC(V) programmes, by qualification level and gender, 2019

Qualification	Female	Male	Total	Female (%)	Male (%)
NC(V) Level 2	41 246	26 001	67 247	61.3%	38.7%
NC(V) Level 3	24 815	12 823	37 638	65.9%	34.1%
NC(V) Level 4	23 748	10 279	34 027	69.8%	30.2%
Total	**89 809**	**49 103**	**138 912**	**64.7%**	**35.3%**

Source: TVETMIS 2019, data extracted in December 2020.

Table 3.10
Enrolment cycle count of students in TVET colleges by NC(V) programmes and gender, 2019

Programme	NC(V) Level 2		NC(V) Level 3		NC(V) Level 4		NC(V) Level 2-4		
	Female	Male	Female	Male	Female	Male	Female	Male	Total
1. Civil Engineering and Building Construction	2 279	2 771	1 241	1 237	1 186	925	**4 706**	**4 933**	**9 639**
2. Drawing Office Practice	18	59	9	33	15	31	**42**	**123**	**165**
3. Education and Development	1 361	107	773	52	840	57	**2 974**	**216**	**3 190**
4. Electrical Infrastructure and Construction	4 312	4 627	2 338	2 004	2 059	1 623	**8 709**	**8 254**	**16 963**
5. Engineering and Related Design	3 201	5 751	1 616	3 085	1 469	2 222	**6 286**	**11 058**	**17 344**
6. Finance, Economics and Accounting	2 744	1 066	1 686	494	1 886	492	**6 316**	**2 052**	**8 368**
7. Hospitality	3 436	1 027	1 992	482	1 838	388	**7 266**	**1 897**	**9 163**
8. Information Technology and Computer Science	2 064	2 093	1 038	965	885	700	**3 987**	**3 758**	**7 745**
9. Management	2 181	927	1 432	515	1 213	344	**4 826**	**1 786**	**6 612**
10. Marketing	1 705	959	984	460	1 221	481	**3 910**	**1 900**	**5 810**
11. Mechatronics	174	205	125	93	99	104	**398**	**402**	**800**
12. Office Administration	10 257	2 494	7 159	1 435	6 903	1 190	**24 319**	**5 119**	**29 438**
13. Primary Agriculture	1 407	737	755	383	762	359	**2 924**	**1 479**	**4 403**
14. Primary Health	405	32	256	12	343	31	**1 004**	**75**	**1 079**
15. Process Instrumentation	0	0	0	0	0	0	**0**	**0**	**0**
16. Process Plant Operations	169	73	149	37	134	30	**452**	**140**	**592**
17. Safety in Society	1 547	979	893	476	836	462	**3 276**	**1 917**	**5 193**
18. Tourism	2 917	1 414	1 669	691	1 456	527	**6 042**	**2 632**	**8 674**
19. Transport and Logistics	1 059	669	700	369	603	313	**2 362**	**1 351**	**3 713**
20. Unspecified*	10	11	0	0	0	0	**10**	**11**	**21**
Total	**41 246**	**26 001**	**24 815**	**12 823**	**23 748**	**10 279**	**89 809**	**49 103**	**138 912**

Source: TVETMIS 2019, data extracted in December 2020.

Table 3.11
Female: Male Ratio of student enrolment numbers by NC(V) programmes, 2019

Programme	NC(V) Level 2	NC(V) Level 3	NC(V) Level 4	NC(V) Level 2-4
1. Civil Engineering and Building Construction	0.82	1.00	1.28	0.95
2. Drawing Office Practice	0.31	0.27	0.48	0.34
3. Education and Development	12.72	14.87	14.74	13.77
4. Electrical Infrastructure and Construction	0.93	1.17	1.27	1.06
5. Engineering and Related Design	0.56	0.52	0.66	0.57
6. Finance, Economics and Accounting	2.57	3.41	3.83	3.08
7. Hospitality	3.35	4.13	4.74	3.83
8. Information Technology and Computer Science	0.99	1.08	1.26	1.06
9. Management	2.35	2.78	3.53	2.70
10. Marketing	1.78	2.14	2.54	2.06
11. Mechatronics	0.85	1.34	0.95	0.99
12. Office Administration	4.11	4.99	5.80	4.75
13. Primary Agriculture	1.91	1.97	2.12	1.98
14. Primary Health	12.66	21.33	11.06	13.39
15. Process Instrumentation				
16. Process Plant Operations	2.32	4.03	4.47	3.23
17. Safety in Society	1.58	1.88	1.81	1.71
18. Tourism	2.06	2.42	2.76	2.30
19. Transport and Logistics	1.58	1.90	1.93	1.75
20. Unspecified*				
Total	1.59	1.94	2.31	1.83

Input source: TVETMIS 2019, data extracted in December 2020.

Table 3.12
Enrolment cycle count of students in TVET colleges for Report 191 programmes, by level of study and gender, 2019

Report 191	Female	Male	Total	Female (%)	Male (%)
Non-National Certificate	156	754	**910**	17.1%	82.9%
National N Certificate	119	170	**289**	41.2%	58.8%
N1	19 799	29 195	**48 994**	40.4%	59.6%
N2	25 432	37 586	**63 018**	40.4%	59.6%
N3	18 140	25 626	**43 766**	41.4%	58.6%
N4	90 310	53 274	**143 584**	62.9%	37.1%
N5	64 145	33 089	**97 234**	66.0%	34.0%
N6	65 189	31 086	**96 275**	67.7%	32.3%
Total	**283 290**	**210 780**	**494 070**	**57.3%**	**42.7%**

Source: TVETMIS 2019, data extracted in December 2020.

Additional to TVET college enrolment data provided in tables 3.3 to 3.12 below, tables 3.13 to 3.19 provide 2019 distributional statistics of TVET students. This data is being provided in order to provide a statistical representation of what the student population at TVET colleges looked like in 2019.

Table 3.13
Number of students in TVET colleges who registered, wrote examinations and completed national qualifications, by qualification category and gender, 2019

Qualification Category	Female			Male			Total			
	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Number registered	Number wrote	Number completed	Completion rate (%)
Report 190/1 N3	26 674	24 620	16 689	35 032	31 087	21 174	61 706	55 707	37 863	**68.0**
Report 190/1 N6	80 959	79 538	77 332	39 302	38 103	36 061	120 261	117 641	113 393	**96.4**
NC(V) Level 4	18 449	16 097	8 149	7 318	6 029	2 771	25 767	22 126	10 920	**49.4**
Total	**126 082**	**120 255**	**102 170**	**81 652**	**75 219**	**60 006**	**207 734**	**195 474**	**162 176**	**83.0**

Source: National Examinations Database, November 2019.

Table 3.14
Number of students in TVET colleges who registered, wrote and completed NC(V) qualifications, by province and level, 2019

Province	NC(V) Level 2				NC(V) Level 3				NC(V) Level 4			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	10 622	5 266	3 150	**59.8**	4 808	3 828	2 290	**59.8**	3 772	3 275	1 651	**50.4**
Free State	4 507	2 138	1 363	**63.8**	1 617	1 311	706	**53.9**	1 116	1 010	561	**55.5**
Gauteng	17 395	8 252	5 099	**61.8**	7 520	5 757	3 553	**61.7**	5 319	4 503	1 999	**44.4**
Kwazulu-Natal	15 795	9 405	5 398	**57.4**	6 932	5 568	3 104	**55.7**	4 802	4 070	1 850	**45.5**
Limpopo	11 163	7 745	4 458	**57.6**	6 978	5 996	3 022	**50.4**	4 928	4 345	2 019	**46.5**
Mpumalanga	7 114	3 757	2 324	**61.9**	3 689	2 859	1 581	**55.3**	2 409	2 026	1 149	**56.7**
North West	4 167	2 071	1 255	**60.6**	1 989	1 563	911	**58.3**	1 246	1 056	509	**48.2**
Northern Cape	1 709	625	342	**54.7**	371	277	140	**50.5**	233	180	77	**42.8**
Western Cape	6 770	3 367	2 497	**74.2**	2 850	2 200	1 562	**71.0**	1 942	1 661	1 105	**66.5**
Total	**79 242**	**42 626**	**25 886**	**60.7**	**36 754**	**29 359**	**16 869**	**57.5**	**25 767**	**22 126**	**10 920**	**49.4**

Source: National Examinations Database, November 2019.

Table 3.15
Number of students in TVET colleges who registered, wrote and completed report 190/1 N1 to N3 qualifications for Engineering Studies by province, 2019

Province	Report 190/1 N1				Report 190/1 N2				Report 190/1 N3			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	5 888	4 715	3 885	**82.4**	7 182	6 432	4 451	**69.2**	5 337	4 926	3 422	**69.5**
Free State	3 966	3 119	2 556	**81.9**	5 254	4 103	2 847	**69.4**	3 486	3 012	1 975	**65.6**
Gauteng	16 147	13 182	11 160	**84.7**	22 982	19 827	13 788	**69.5**	17 297	15 005	10 685	**71.2**
Kwazulu-Natal	10 017	8 874	7 558	**85.2**	17 492	15 917	10 030	**63.0**	11 432	10 764	6 970	**64.8**
Limpopo	6 616	6 099	5 526	**90.6**	14 153	13 239	9 664	**73.0**	10 824	10 239	6 798	**66.4**
Mpumalanga	3 666	3 199	2 839	**88.7**	7 241	6 341	4 522	**71.3**	5 350	4 696	3 288	**70.0**
North West	3 049	2 705	2 363	**87.4**	4 873	4 334	2 973	**68.6**	3 004	2 702	1 758	**65.1**
Northern Cape	3 471	2 444	2 075	**84.9**	2 840	2 489	1 725	**69.3**	1 072	939	559	**59.5**
Western Cape	6 921	5 141	4 393	**85.5**	6 633	5 598	4 092	**73.1**	3 904	3 424	2 408	**70.3**
Total	**59 741**	**49 478**	**42 355**	**85.6**	**88 650**	**78 280**	**54 092**	**69.1**	**61 706**	**55 707**	**37 863**	**68.0**

Source: National Examinations Database, November 2019.

Table 3.16
Number of students in TVET colleges who registered, wrote and completed Report 190/1 N4 to N6 part-qualifications for Engineering Studies by province, 2019

Province	Report 190/1 N4				Report 190/1 N5				Report 190/1 N6			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	5 029	4 789	4 384	**91.5**	3 979	3 852	3 635	**94.4**	3 964	3 865	3 592	**92.9**
Free State	2 925	2 769	2 466	**89.1**	2 071	1 986	1 803	**90.8**	1 670	1 626	1 488	**91.5**
Gauteng	15 309	14 577	13 245	**90.9**	10 690	10 314	9 451	**91.6**	8 788	8 518	7 779	**91.3**
Kwazulu-Natal	9 765	9 424	8 613	**91.4**	5 597	5 442	5 074	**93.2**	4 700	4 583	4 283	**93.5**
Limpopo	8 435	8 252	7 705	**93.4**	6 284	6 180	5 858	**94.8**	5 870	5 783	5 431	**93.9**
Mpumalanga	4 290	4 051	3 732	**92.1**	2 776	2 581	2 275	**88.1**	1 990	1 918	1 720	**89.7**
North West	2 347	2 259	2 061	**91.2**	1 597	1 549	1 371	**88.5**	1 328	1 286	1 181	**91.8**
Northern Cape	533	505	457	**90.5**	243	232	198	**85.3**	169	160	132	**82.5**
Western Cape	3 623	3 392	3 122	**92.0**	2 601	2 483	2 331	**93.9**	2 003	1 917	1 737	**90.6**
Total	**52 256**	**50 018**	**45 785**	**91.5**	**35 838**	**34 619**	**31 996**	**92.4**	**30 482**	**29 656**	**27 343**	**92.2**

Source: National Examinations Database, November 2019.

Table 3.17
Number of students in TVET colleges who registered, wrote and completed Report 191 N4 to N6 part- qualifications for Business Studies by province, 2019

Province	Report 190/1 N4				Report 190/1 N5				Report 190/1 N6			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
Eastern Cape	15 666	14 174	13 613	**96.0**	12 961	12 560	12 279	**97.8**	12 160	11 890	11 635	**97.9**
Free State	14 233	12 662	11 713	**92.5**	9 066	8 729	8 493	**97.3**	7 402	7 255	7 095	**97.8**
Gauteng	31 360	28 124	26 282	**93.5**	23 388	22 544	21 981	**97.5**	20 672	20 171	19 681	**97.6**
Kwazulu-Natal	25 390	23 313	21 757	**93.3**	18 873	18 219	17 627	**96.8**	15 790	15 576	15 253	**97.9**
Limpopo	12 140	11 515	10 975	**95.3**	11 128	10 931	10 640	**97.3**	11 827	11 677	11 377	**97.4**
Mpumalanga	5 698	5 157	4 969	**96.4**	4 877	4 707	4 548	**96.6**	4 432	4 313	4 252	**98.6**
North West	5 394	4 951	4 628	**93.5**	5 011	4 835	4 667	**96.5**	4 870	4774	4 634	**97.1**
Northern Cape	5 772	4 927	4 379	**88.9**	2 864	2 710	2 618	**96.6**	2 184	2 132	2 082	**97.7**
Western Cape	20 589	18 612	17 859	**96.0**	13 489	12 914	12 674	**98.1**	10 442	10 197	10 041	**98.5**
Total	**136 242**	**123 435**	**116 175**	**94.1**	**101 657**	**98 149**	**95 527**	**97.3**	**89 779**	**87 985**	**86 050**	**97.8**

Source: National Examinations Database, November 2019.

Table 3.18
Number of students in TVET colleges who registered, wrote and completed the NC(V) Level 4 qualification, by programme and gender, 2019

NC(V) Level Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
1. L4: Civil Engineering and Building Construction	807	660	270	**40.9**	602	471	204	**43.3**	1 409	1 131	474	**41.9**
2. L4: Drawing Office Practice	9	7	1	**14.3**	15	9	5	**55.6**	24	16	6	**37.5**
3. L4: Education and Development	726	645	429	**66.5**	41	36	15	**41.7**	767	681	444	**65.2**
4. L4: Electrical Infrastructure Construction	1 551	1 421	417	**29.3**	1 152	1 027	310	**30.2**	2 703	2 448	727	**29.7**
5. L4: Engineering and Related Design	1 045	878	347	**39.5**	1 536	1 192	479	**40.2**	2 581	2 070	826	**39.9**
6. L4: Finance Economics and Accounting	1 426	1 282	614	**47.9**	371	307	148	**48.2**	1 797	1 589	762	**48.0**
7. L4: Hospitality	1 486	1 282	648	**50.5**	288	221	114	**51.6**	1 774	1 503	762	**50.7**
8. L4: Information Technology and Computer Science	627	549	153	**27.9**	447	381	148	**38.8**	1 074	930	301	**32.4**
9. L4: Management	879	771	494	**64.1**	249	206	129	**62.6**	1 128	977	623	**63.8**
10. L4: Marketing	1 034	898	342	**38.1**	346	278	112	**40.3**	1 380	1 176	454	**38.6**
11. L4: Mechatronics	78	62	22	**35.5**	79	67	39	**58.2**	157	129	61	**47.3**
12. L4: Office Administration	5 495	4 767	2 750	**57.7**	877	732	420	**57.4**	6 372	5 499	3 170	**57.6**
13. L4: Primary Agriculture	622	555	267	**48.1**	276	234	142	**60.7**	898	789	409	**51.8**
14. L4: Primary Health	294	261	126	**48.3**	27	23	11	**47.8**	321	284	137	**48.2**
15. L4: Process Plant Operations	76	64	19	**29.7**	21	18	6	**33.3**	97	82	25	**30.5**
16. L4: Safety in society	675	607	294	**48.4**	358	316	158	**50.0**	1 033	923	452	**49.0**
17. L4: Tourism	1 186	1 002	693	**69.2**	410	327	216	**66.1**	1 596	1 329	909	**68.4**
18. L4: Transport and Logistics	433	386	263	**68.1**	223	184	115	**62.5**	656	570	378	**66.3**
Total	**18 449**	**16 097**	**8 149**	**50.6**	**7 318**	**6 029**	**2 771**	**46.0**	**25 767**	**22 126**	**10 920**	**49.4**

Source: National Examinations Database, November 2019.

Table 3.19
Number of students in TVET colleges who registered, wrote and completed the Report 190/1 N6 part-qualification, by programme and gender, 2019

Report 191 N6 Programmes	Female				Male				Total			
	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)	Number registered	Number wrote	Number completed	Completion rate (%)
1. N6: Art and Design	121	119	119	**100.0**	222	217	217	**100.0**	343	336	336	**100.0**
2. N6: Business Management	8 532	8 362	8 078	**96.6**	3 717	3 588	3 457	**96.3**	12 249	11 950	11 535	**96.5**
3. N6: Clothing Production	279	268	267	**99.6**	73	69	67	**97.1**	352	337	334	**99.1**
4. N6: Educare	4 043	3 950	3 949	**100.0**	177	168	165	**98.2**	4 220	4 118	4 114	**99.9**
5. N6: Engineering Studies	14 233	13 945	13 025	**93.4**	16 249	15 711	14 318	**91.1**	30 482	29 656	27 343	**92.2**
6. N6: Farming Management	864	854	852	**99.8**	734	720	715	**99.3**	1 598	1 574	1 567	**99.6**
7. N6: Financial Management	7 143	7 016	6 858	**97.7**	2 855	2 775	2 715	**97.8**	9 998	9 791	9 573	**97.8**
8. N6: Hospitality and Catering Services	1 772	1 733	1 709	**98.6**	627	602	584	**97.0**	2 399	2 335	2 293	**98.2**
9. N6: Human Resources Management	9 933	9 766	9 536	**97.6**	3 436	3 358	3 241	**96.5**	13 369	13 124	12 777	**97.4**
10. N6: Interior Decorating	2	2	2	**100.0**	1	1	1	**100.0**	3	3	3	**100.0**
11. N6: Legal Secretary	751	740	736	**99.5**	171	170	168	**98.8**	922	910	904	**99.3**
12. N6: Management Assistant	18 632	18 411	18 222	**99.0**	4 309	4 212	4 146	**98.4**	22 941	22 623	22 368	**98.9**
13. N6: Marketing Management	3 614	3 536	3 319	**93.9**	2 208	2 097	1 933	**92.2**	5 822	5 633	5 252	**93.2**
14. N6: Medical Secretary	50	50	45	**90.0**	19	19	18	**94.7**	69	69	63	**91.3**
15. N6: Popular Music: Composition	0	0	0	**n.a**	3	3	3	**100.0**	3	3	3	**100.0**
16. N6: Popular Music: Performance	53	48	48	**100.0**	73	69	69	**100.0**	126	117	117	**100.0**
17. N6: Popular Music: Studio Work	16	16	16	**100.0**	137	127	127	**100.0**	153	143	143	**100.0**
18. N6: Public Management	8 025	7 879	7 741	**98.2**	3 143	3 070	3 004	**97.9**	11 168	10 949	10 745	**98.1**
19. N6: Public Relations	858	847	841	**99.3**	214	210	206	**98.1**	1 072	1 057	1 047	**99.1**
20. N6: Tourism	2 038	1 996	1 969	**98.6**	934	917	907	**98.9**	2 972	2 913	2 876	**98.7**
Total	**80 959**	**79 538**	**77 332**	**97.2**	**39 302**	**38 103**	**36 061**	**94.6**	**120 261**	**117 641**	**113 393**	**96.4**

Source: National Examinations Database, November 2019.

In summary, the TVET student enrolment statistics show the following trends:

- A gradual slowdown in student enrolments since 2011. Student enrolment growth for the first time since 2016 showed a marginal growth rate of 2.5% in 2019. This growth was primarily driven by occupational qualifications.

Annual growth rate of TVET student enrolment by qualification category

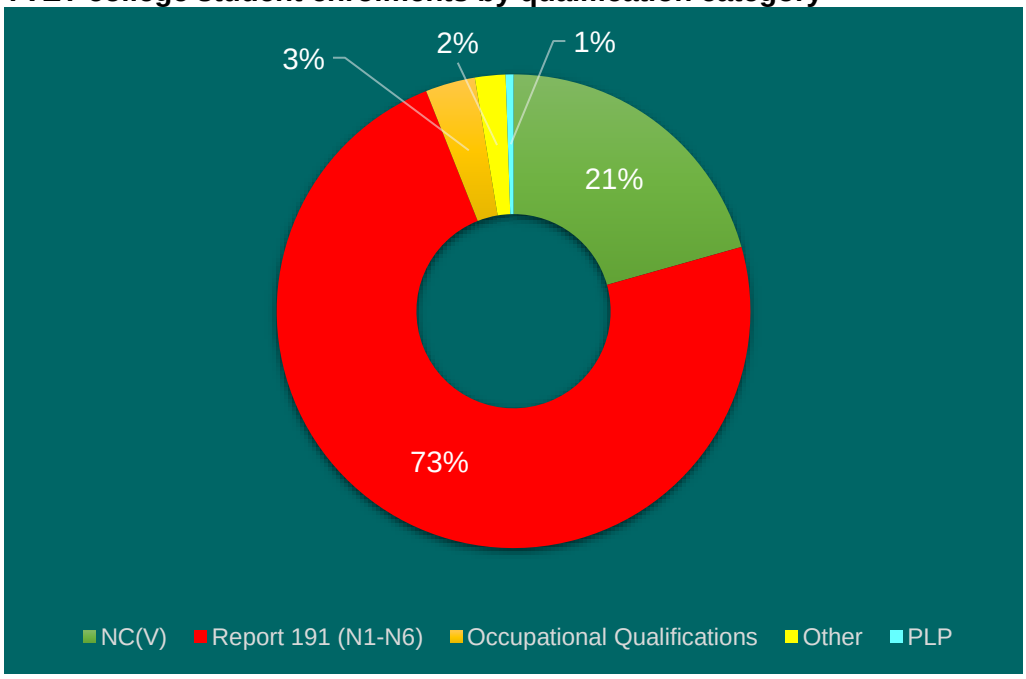
	2011	2012	2013	2014	2015	2016	2017	2018	2019
NC(V)	-4.14	12.77	10.23	7.40	-0.59	7.13	-19.68	-7.84	5.87
Report 191 (N1-N6)	31.21	61.44	22.99	10.09	6.68	-5.28	3.68	-5.48	2.47
Occupational Qualifications	-10.19	199.82	-69.53	4.34	3.57	-33.56	-19.59	83.30	13.83
Total	11.69%	64.31%	**-2.75%**	9.81%	5.05%	**-4.40%**	**-2.46%**	**-4.49%**	2.49

- About 60% of TVET college students who were enrolled in 2019, were between 20 and 24 years of age.
- Nine in every 10 (92.2%) of TVET college students who were enrolled in 2019, were African.
- Six in every 10 (58.9%) of TVET college students who were enrolled in 2019, were **female**.
- About a quarter (24.8%) of TVET college students who were enrolled in 2019, are from Gauteng.

Categories of courses and qualifications

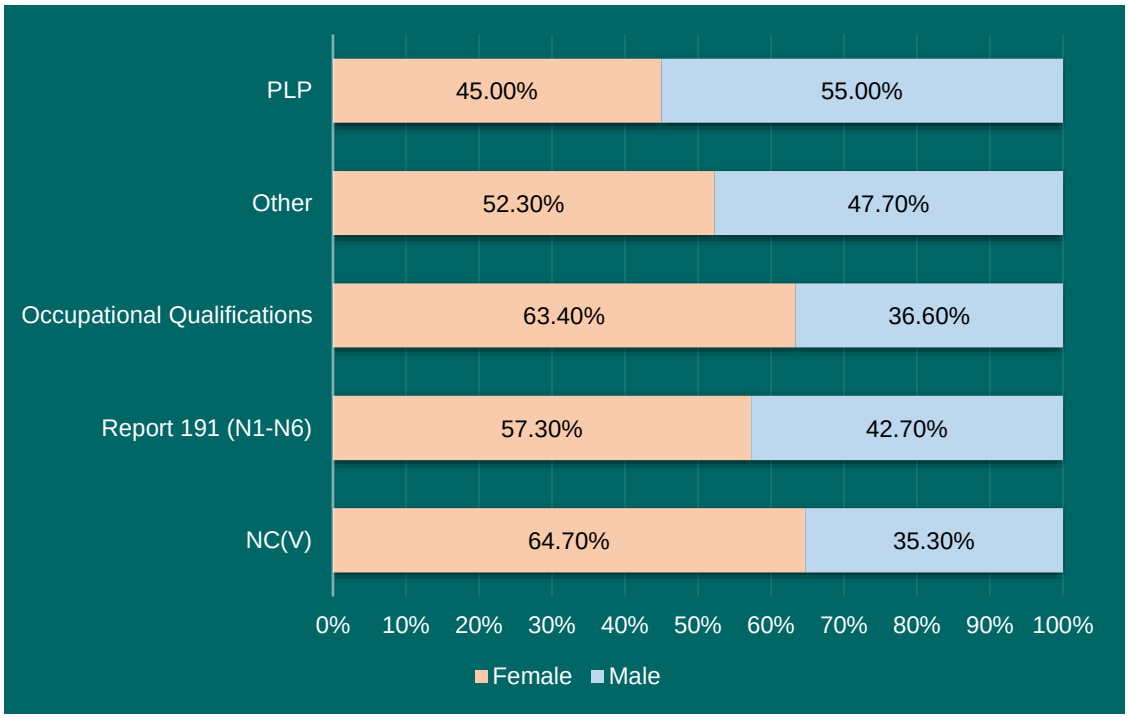
- In 2019, 73.4% of student enrolments were for Report 191 (N1-N6) programmes (see figure 3.4.

Figure 3.4
TVET college student enrolments by qualification category



- Gender representation across all qualifications categories (except for PLP) favours female students (see table 3.19).

Figure 3.5
Gender profile of enrolled TVET students by qualification category



- With reference to part-time qualifications. the female/male ratio for Report 191 or National Accredited Technical Education Diploma (NATED) programmes are less favourable for the Non-National Certificate, National N Certificate and N1 – N3 qualifications. This analysis is disclosed in table 3.20.

Table 3.20
Female/male ration for Report 191 programmes

Report 191	Female/Male Ratio
Non-National Certificate	0.21
National N Certificate	0.70
N1	0.68
N2	0.68
N3	0.71
N4	1.70
N5	1.94
N6	2.10
Total	1.34

- Across all National Certificate (Vocational) **-** NC(V) - programmes, more female students were enrolled in 2019 for NC(V) programmes when compared to males, expect for the Civil Engineering and Building Construction, Drawing Office Practice, Engineering and Related Design and Mechatronics (NC(V) Level 2 and 4) programmes. For the student enrolment for Engineering and Related Design the gender enrolment ratio was 1.8 in favour of male student enrolments.

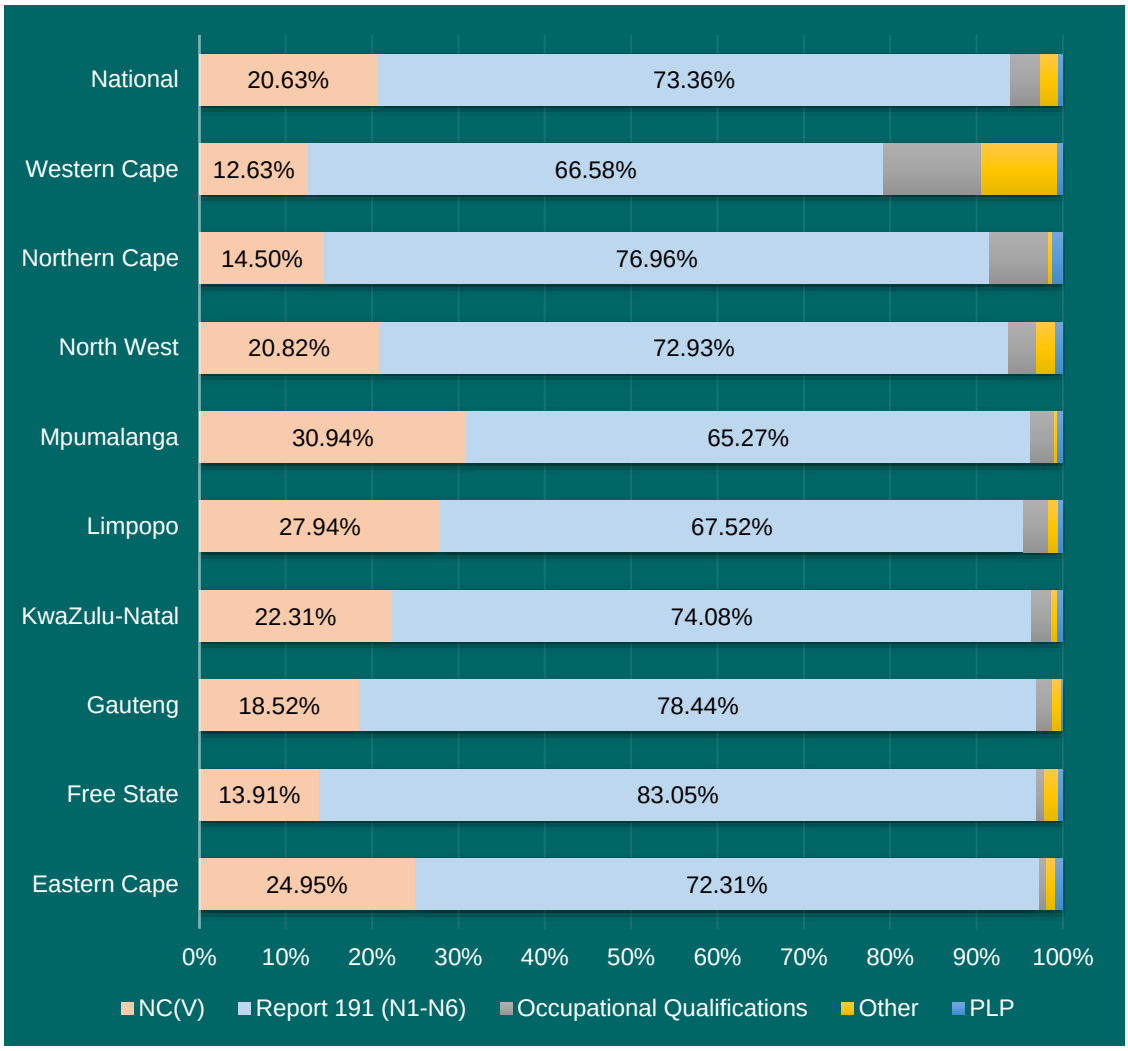
- NC(V) programmes with the highest gender ratio in favour of females include Primary Health and Education and Development programmes (see figure 3.6 below), which showcase that more than 10 female students for every one male student enrolled for these programmes in 2019.

Figure 3.6
Female/male enrolment ratios for NC(V) Level 2-4

Programme	NC(V) Level 2-4
Education and Development	13.77
Primary Health	13.39
Office Administration	4.75
Hospitality	3.83
Process Plant Operations	3.23
Finance, Economics and Accounting	3.08
Management	2.70
Tourism	2.30
Marketing	2.06
Primary Agriculture	1.98
Transport and Logistics	1.75
Safety in Society	1.71
Information Technology and Computer Science	1.06
Electrical Infrastructure and Construction	1.06
Mechatronics	0.99
Civil Engineering and Building Construction	0.95
Engineering and Related Design	0.57
Drawing Office Practice	0.34

- TVET student enrolment by province show some pertinent provincial trends (figure 3.7). For example, TVET colleges in Mpumalanga and Limpopo seem to attract relatively more students for NC(V) programmes, while TVET colleges in the Free State and Gauteng seem more successful at attracting students for Report 191 programmes. Also, TVET colleges in the Western Cape are leading student enrolments for occupational qualifications.

Figure 3.7
Enrolled TVET students by Province and qualification category



Finally, turning the focus to the successful completion[15] of TVET college programmes by student enrolled at TVET colleges in 2019, the following deductions are prevailing:

- The successful completion of TVET qualification for both males and females are the lowest for the NC(V) Level 4 qualification (see table 3.21). At this level, females appear to be slightly more successful, although only half of the enrolled females succeeded to complete NC(V) Level 4 qualifications in 2019.

[15] Completion rate (%) = Number wrote / Number completed x 100%.

Table 3.21
Gender profile for completion rates by qualification category

Qualification Category	Female	Male	Total
Report 190/1 N3	67.79%	68.11%	67.97%
Report 190/1 N6	97.23%	94.64%	96.39%
NC(V) Level 4	50.62%	45.96%	49.35%
Total	84.96%	79.78%	82.97%

- For 61.1% of NC(V) 4 qualifications, female students were less successful than male students to complete the qualification in 2019 (see figure 3.8).

Figure 3.8
Successful completion rate of NC(V) 4 qualifications by gender

NC(V) Level 4 qualification	Female	Male	Total
1. L4: Civil Engineering and Building Construction	40.9	43.3	41.9
2. L4: Drawing Office Practice	14.3	55.6	37.5
3. L4: Education and Development	66.5	41.7	65.2
4. L4: Electrical Infrastructure Construction	29.3	30.2	29.7
5. L4: Engineering and Related Design	39.5	40.2	39.9
6. L4: Finance Economics and Accounting	47.9	48.2	48.0
7. L4: Hospitality	50.5	51.6	50.7
8. L4: Information Technology and Computer Science	27.9	38.8	32.4
9. L4: Management	64.1	62.6	63.8
10. L4: Marketing	38.1	40.3	38.6
11. L4: Mechatronics	35.5	58.2	47.3
12. L4: Office Administration	57.7	57.4	57.6
13. L4: Primary Agriculture	48.1	60.7	51.8
14. L4: Primary Health	48.3	47.8	48.2
15. L4: Process Plant Operations	29.7	33.3	30.5
16. L4: Safety in society	48.4	50.0	49.0
17. L4: Tourism	69.2	66.1	68.4
18. L4: Transport and Logistics	68.1	62.5	66.3
Total	50.6	46.0	49.4

Note: Qualifications in red depict lower completion rates for female students.

- Both male and female students seem highly and equally successful in completing Report 190/1 N6 part-qualifications (see figure 3.9).

Figure 3.9
Successful completion rate of Report 190/1 N6 part-qualifications by gender

Report 190/1 N6 part-qualification	Female	Male	Total
1. N6: Art and Design	100.0	100.0	100.0
2. N6: Business Management	96.6	96.3	96.5
3. N6: Clothing Production	99.6	97.1	99.1
4. N6: Educare	100.0	98.2	99.9
5. N6: Engineering Studies	93.4	91.1	92.2
6. N6: Farming Management	99.8	99.3	99.6
7. N6: Financial Management	97.7	97.8	97.8
8. N6: Hospitality and Catering Services	98.6	97.0	98.2
9. N6: Human Resources Management	97.6	96.5	97.4
10. N6: Interior Decorating	100.0	100.0	100.0
11. N6: Legal Secretary	99.5	98.8	99.3
12. N6: Management Assistant	99.0	98.4	98.9
13. N6: Marketing Management	93.9	92.2	93.2
14. N6: Medical Secretary	90.0	94.7	91.3
15. N6: Popular Music: Composition	n.a	100.0	100.0
16. N6: Popular Music: Performance	100.0	100.0	100.0
17. N6: Popular Music: Studio Work	100.0	100.0	100.0
18. N6: Public Management	98.2	97.9	98.1
19. N6: Public Relations	99.3	98.1	99.1
20. N6: Tourism	98.6	98.9	98.7
Total	97.2	94.6	96.4

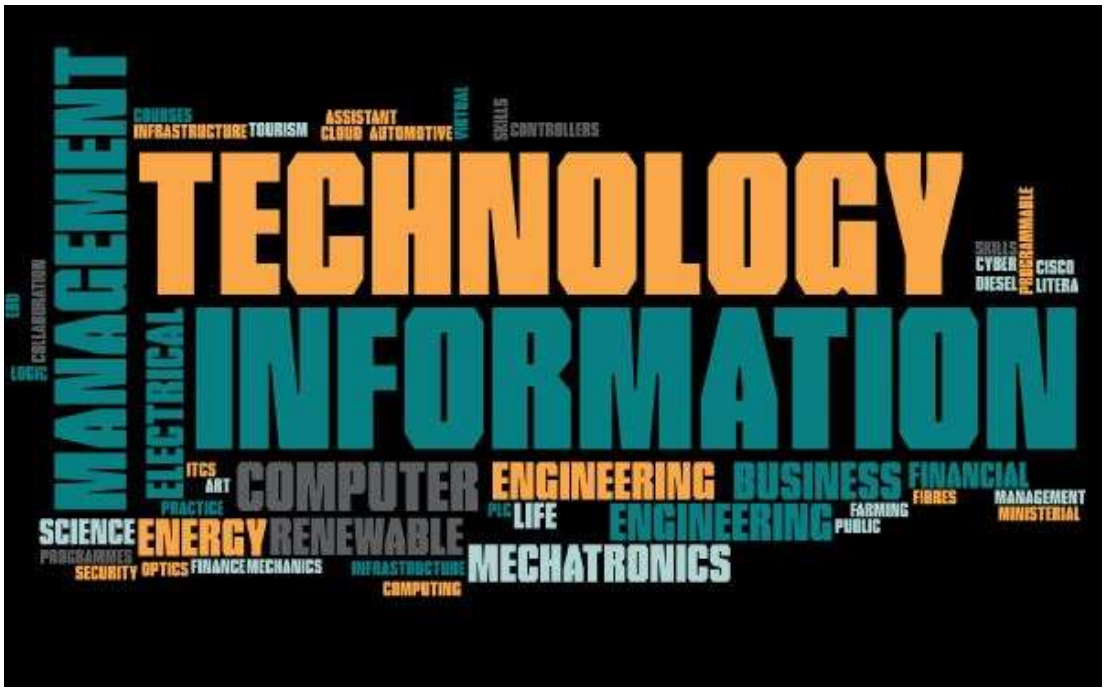
Note: Qualifications in red depict lower completion rates for female students.

The analyses on the secondary data analyses are concluded at this point and the scope returns to the final auxiliary research questions posted to the key informants towards the end of the assessment.

3.5 PRIORITY PROGRAMMES/COURSES CURRENTLY BEING OFFERED BY TVET COLLEGES TO DEVELOP CRITICAL DIGITAL SKILLS AND 4IR COMPETENCIES FOR FUTURE TECHNICAL AND VOCATIONAL OCCUPATIONS

Word Cloud 3.3 has been constructed to capture the priority programmes/courses currently offered by TVET Colleges to develop critical digital skills and 4IR competencies for future technical and vocational occupations.

Word Cloud 3.3
Priority programmes/courses offered by TVET colleges to develop critical digital skills and 4IR competencies



Among the priority programmes/courses listed **Information Technology** (mostly unspecified) were listed repeatedly. To gain better insights in the type of Information Technology programmes offered by TVET colleges required some further analysis of DHET data based on programme data contained in the TVETMIS and extracted from the DHET system on 1 February 2022. From the available information, the 15 different Information Technology (IT) and Computer Science programmes which were offered in 2019 and 2020 across all 50 TVET Colleges are summarised in exhibit 3.1.

Exhibit 3.1
Programme Titles for Information Technology and Computer Science programmes offered by TVET colleges in 2019 and 2020

Higher certificate in ICT
Computer literacy - eLearner
Computer Technician A+
Foundation Certificate: Integrated Computer Technology
Further Education and Training Certificate: Information Technology: Systems Development
Further Education and Training Certificate: Information Technology: Technical Support
Higher Certificate in Information & Communication Technology
Higher Certificate in Information Technology service management
Higher Certificate in Information and Communication Technology
Information Technology: Technical Support
L4 Information Technology
National Certificate: Information Technology: End User Computing
National Certificate: Information Technology: Systems Support
National Certificate: Vocational: Information Technology and Computer Science
National Certificate: ICT - Software Testing - NQF Level 5

Table 3.22 builds on the discussion by also analysing the number of students enrolled for Information Technology and Computer Science programmes offered by TVET colleges during 2019 and 2020. The analyses provide student enrolment statistics by programme title and type for both years. In both years NC(V) programmes represented more than 80% of the student enrolments for Information Technology and Computer Science programmes offered by TVET colleges. A total of 19 408 students enrolled for Information Technology and Computer Science programmes during 2019 and 2020. Student enrolment numbers for Information Technology and Computer Science programmes increased by 4.2% between 2019 and 2020. Whereas enrolment for NC(V) programmes increased by 6.6% between 2019 and 2020, Information Technology and Computer Science programme enrolments for Occupational Qualifications increased by 8.8%.

To conclude the discussion in this section, it ought to be mentioned that the key informants in general referred to priority programmes/courses currently offered by TVET Colleges to develop critical digital skills and 4IR competencies as “Information Technology” programmes. **Cyber security, cloud computing and fibre optics** were predominantly listed as priority programmes/courses. Specific technology-driven priority areas which were listed included **Programmable Logic Controllers (PLC) Mechatronics, Renewable Energy and Virtual Art**. These examples showcased how technology is immersed to educate students in ICT knowledge and skills within the engineering, energy and media sectors. Further response options provided deduce that Business Management, Financial Management, Public Management as well as varied Engineering areas (Electrical infrastructure engineering, Mechatronics engineering, Electrical Engineering) are being prioritized by TVET colleges to develop critical digital skills and 4IR competencies.

Table 3.22
Student enrolment for Information Technology and Computer Sciences programmes by programme title and type, 2019 - 2020

Programme title	2019			2020			2019-2020
	Programme type			Programme type			Programme type
	NC(V)	Occupational Qualifications	Other	NC(V)	Occupational Qualifications	Skills Programmes	TOTAL
Higher certificate in ICT			59				**59**
Computer literacy - eLearner			122			65	**187**
Computer Technician A+			24			26	**50**
Foundation Certificate: Integrated Computer Technology					62		**62**
Further Education and Training Certificate: Information Technology: Systems Development		87					**87**
Further Education and Training Certificate: Information Technology: Technical Support		155			213		**368**
Higher Certificate in Information & Communication Technology			71		64		**135**
Higher Certificate in Information Technology service management					64		**64**
Higher Certificate in Information and Communication Technology		78			62		**140**
Information Technology: Technical Support		133			98	16	**247**
L4 Information Technology			69				**69**
National Certificate: Information Technology: End User Computing		907			920		**1827**
National Certificate: Information Technology: Systems Support		55			27		**82**
National Certificate: Vocational: Information Technology and Computer Science	7745			8256			**16001**
National Certificate: ICT - Software Testing - NQF Level 5					30		**30**
Total	**7745**	**1415**	**345**	**8256**	**1540**	**107**	**19408**

Source: TVETMIS, 01-02-2022.

3.6 MAIN LOCAL ECONOMIC SECTORS BEING PRIORITIZED BY TVET COLLEGES TO DEVELOP CRITICAL DIGITAL SKILLS AND 4IR COMPETENCIES FOR FUTURE TECHNICAL AND VOCATIONAL OCCUPATIONS

Word Cloud 3.4 plots the local economic sectors being prioritized by TVET Colleges to develop critical digital skills and 4IR competencies for future technical and vocational occupations. Sectors mentioned by the key informants include Information and Technology, engineering, business services, automotive sector, public sector, hospitality, mining, manufacturing, energy (solar and wind), agriculture and retail.

Word Cloud 3.4
Economic sectors being prioritized by TVET Colleges to develop critical digital skills and 4IR competencies

3.7 CURRENT PRIORITY COURSES/PROGRAMMES BEING PLANNED OR DEVELOPED BY TVET COLLEGES TO ADDRESS FUTURE IN-DEMAND DIGITAL SKILLS REQUIRED BY THE JOB MARKET

Word Cloud 3.5 presents a thematic analysis of the key word used by the key informants to list priority courses/programmes being planned and developed by TVET colleges to address future in-demand digital skills required by the job market.

Word Cloud 3.5
Priority TVET courses/programmes planned and developed to address future in-demand digital skills required by the job market

Once again, most key informants provided a generic response to question by listing "Information Technology" programmes as future in-demand digital skills required by the job market. More pertinent skills areas listed included cloud computing, cybersecurity, robotics, photovoltaic (solar power systems), mechatronics (integration of mechanical, electronic, and electrical engineering systems), machining and virtual or digital art. Pertinent areas listed in response to the question included Business Management, Finance, Agriculture, Engineering, Maritime, Agriculture, Tourism and Manufacturing.

3.8 CURRENT METHODOLOGY BEING APPLIED BY THE TVET COLLEGE TO DETERMINE FUTURE-IN-DEMAND DIGITAL SKILLS NEEDS OF INDUSTRY

The response to this question was limited to research, informal surveys, engagement with business, self-assessments of industry trends and the local economy, self-monitoring of high in demand occupations and skills, monitoring of social media, internal strategic planning sessions, skills audits, and independent labour supply and demand analyses. Responding to this question also displayed a certain level of uncertainty in terms of what the TVET colleges are doing to determine the future-in-demand digital skills needs of industry.

3.9 MOST RECENT BUSINESS PARTNERSHIPS OR RELATIONSHIPS ESTABLISHED BY TVET COLLEGES TO SUPPORT WORKPLACE LEARNING AND PLACEMENTS AND THE DEVELOPMENT OF FUTURE TECHNICAL AND VOCATIONAL DIGITAL SKILLS AND COMPETENCIES, GIVEN THE FUTURE DIGITAL SKILLS AND 4IR DEMANDS OF THE LOCAL INDUSTRY

Exhibit 3.2 presents the most prominent business partnerships or relationships established by TVET Colleges to support workplace learning and placements and the development of future technical and vocational digital skills and competencies, given the future digital skills and 4IR demands of the local industry.

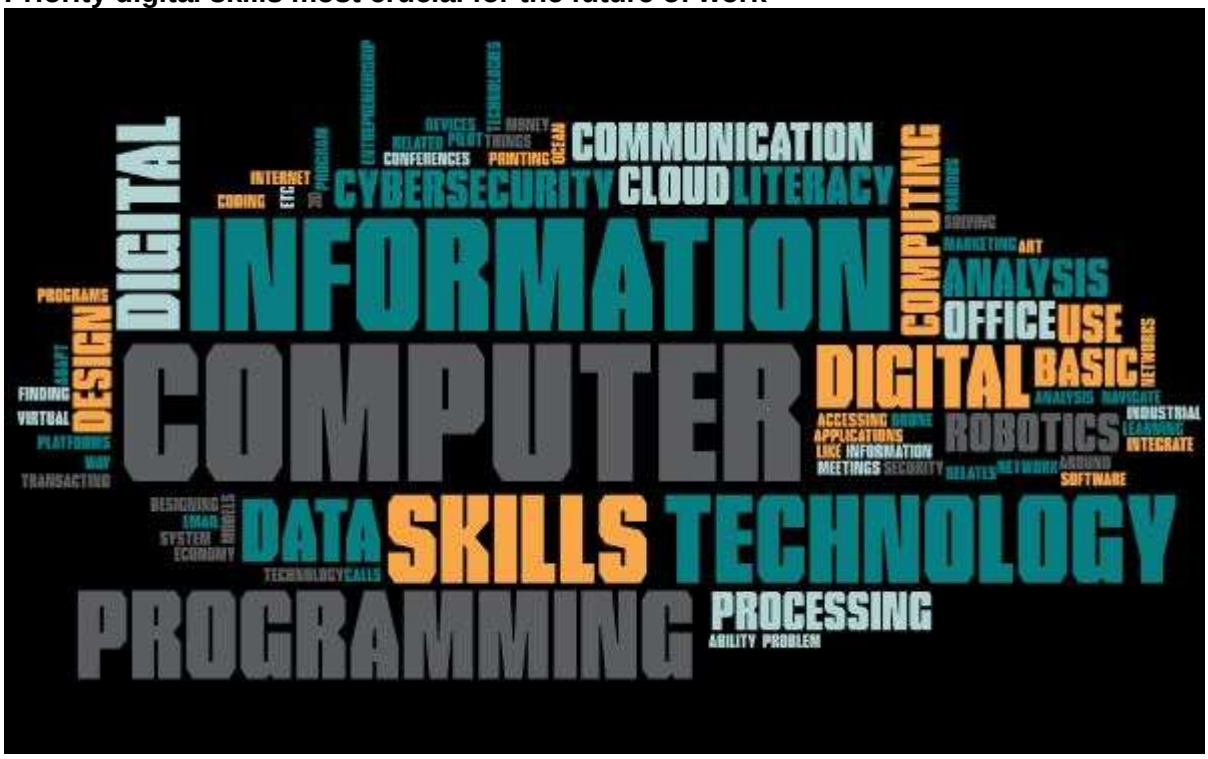
Exhibit 3.2
Most prominent business partnerships or relationships established by TVET Colleges to support workplace learning and placements and the development of future technical and vocational digital skills and competencies

The Food & Beverages Manufacturing Sector Education and Training Authority's (FoodBev SETA)
Cisco
Huawei
Cybersecurity academy
Cybersecurity Institute
Sector Education and Training Authority's (SETAs)
Manufacturing, Engineering and Related Services Sector Education and Training Authority (merSETA)
Media, Information and Communication Technologies Sector Education and Training Authority (MICT SETA)
Dimension Data
Handwerkammer (Chamber of Commerce) in Germany
Local Municipalities
District Municipalities
National Government Departments
Moses Kotane Institute (MKI)
Netherlands Organisation for International Cooperation in Higher Education (NUFFIC)
South African National Defence Force (SANDF)
University of South Africa (Unisa)
Ihub
Resolution Circle
Progetta

3.10 PRIORITY DIGITAL SKILLS MOST CRUCIAL TO THE FUTURE OF WORK

The analyses of the qualitative research section of the assessment, is finally concluded by listing the priority digital skills which key informants listed as most crucial for the future of work. This outcome is encapsulated in Word Cloud 3.6.

Word Cloud 3.6
Priority digital skills most crucial for the future of work



Most pertinent skills listed included 3D models designing and printing, robotics, cybersecurity, cloud computing, coding, computer system analysis and design, computer Program communication networks, digital marketing, office data processing, information technology programming, data analysis and processing, digital money transacting, virtual arts, digital industrial design, digital platform navigation, digital (remote) office skills, office data processing, digital ocean economy, drone pilot, Internet of Things – IoT (Information Security, artificial Intelligence – AI and machine Learning, computer networks, hardware interfacing and business Intelligence).

There is close alignment between the priority digital skills which key informants listed and those highlighted in the Presidential Commission on the 4th Industrial Revolution report which recommends the following dream for South Africa in the 41R:

South Africa will have a globally competitive, inclusive and shared economy with the technological capability and production capacity that is driven by people harnessing the 41R to propel the country forward towards its social and economic goals, instead of falling behind.

The Presidential Commission on the 4th Industrial Revolution indicates that the possibilities and prioritisation of pathways presented by the 4IR are given material direction and purpose within the South African National Development Plan (NDP) towards 2030. The NDP, South Africa's long -term development strategy, contains critical targets for the eradication of poverty and the reduction of unemployment and extreme inequality. Thus, in evaluating the opportunities of the 4IR, there is an opportunity to address the core concerns of the NDP and in so doing, provide a policy-embedded path towards the constitutional objectives in the context of a significantly improved and altered future. It is within this context that the report of the Presidential Commission on the 4th Industrial Revolution lists emerging trends and the corresponding increasing role of ICT in selected industries as extracted from the research undertaken by the Institute of Futures Research and published by the National Economic Development and Labour Council (Nedlac)[16] in 2019. Exhibit 3.3 outlines the key trends across industry alongside the anticipated increase demand in digital skills and jobs.

Exhibit 3.1
Key industry trends and future digital skills and jobs, 2019

Sector	Key Trends	Digital skills / jobs
Healthcare	The rise of non-communicable diseases. Intelligent, connected 'wearables. Shift from short term prevention to long term overall well-being (wellness)	Online caregivers Care-bots App developers (linking medical devices)
	Data interoperability, security, and ownership moves to the forefront	Drome monitors (new delivery models) Co-bot surgeons
Informal Sector	Gig economy Digital platforms Digital proficiency Connectivity	Social media specialists Data analysts for informal sector App developers to connect informal traders & service providers
Energy Sector: Oil & Coal	Legislation and regulation around carbon emissions Technology innovation Water, food and climate change	Solar technicians Designers of solar systems Solar Engineers Wind energy technicians Data analyst Designers of wind energy systems
Transport Sector	Self-driving cars Autonomous trucks Aviation and other things taking flight. Remote-controlled cargo ships Machine learning	Data analysts AI & machine learning specialist Drone operators Blockchain management of transport routes & bookings
Public Sector	Technological advances Millennials are pushing innovation and getting involved in government	Digital transformation specialists Digital currency people Process automation specialists AI ethics officers & coders Turning concrete jungles into greener spaces
Services Sector	Globalisation enables a more mobile workforce Innovations in technology mean that machines have the ability to aid and sometimes replace people. Advanced user interfaces enable computers to respond directly to a wider range of human requests, thus augmenting the work of highly skilled labour, while allowing some types of jobs to become fully automated	Digital transformation specialists Human machine integrative coaches User experience designers AI testers AI & machine learning specialist Gig-designers Bot-managers

[16] Nedlac. 2016. *Futures of Work in South Africa*, (March.) Institute for Futures Research.

Exhibit 3.1 (continued)
Key industry trends and future digital skills and jobs, 2019

Sector	Key Trends	Digital skills / jobs
Education Sector	Globalisation: Within the next ten years, the majority of the world's population will consist of the middle class increasing pressure to provide better education for more people. Digitisation. Improved user interfaces and algorithms building upon big data could have a significant impact on Education and how it is taught.	Designers of learning offers for mobile devices Learning progress analysts Transition coaches (preparing people for next jobs) Education experience customizers Blended learning customizers AI coders for teaching and learning
Retail	Digital building blocks such as big data, the Internet of Things (IoT), artificial intelligence and machine learning, as well as blockchain New physical systems such as autonomous vehicles, advanced robotics, additive manufacturing, advanced materials and nanotechnologie Advances in science such as next-generation biotechnologies and genomics, and new energy technologies	Robotics specialists & engineer Sensor specialists & technologists Data analysts
Financial Sector	Rapid digital adoption Software platforms, digitisation and the development of applications Better connectivity technologies like big data analytics and artificial intelligence	Cloud banking Cybersecurity expert
Mining Industry	Drones, proximity sensors & improved communication systems Software applications for efficiency Autonomous trucks & loaders Improved methods of collecting & using data Methods & technologies to remine existing waste dumps	Underground drone operators Data analysts
Manufacturing Industry	Automization & digitization Technologies such as mobile apps, sensors, next generation robotics, autonomous things, AI, 3D printing, wearables, nanotechnology & advanced materials will change product types and production processes	Digital manufacturers Factory automation Value chain "greeners" Digital fluency trainers
Automotive Industry	Increasing environmental pressure tied to emissions	Non-fossil fuel energy technologists Cyber-security experts (for in-vehicle systems) Value chain "greeners" Digital fluency trainers Robot engineers
Agricultural Industry	Big data, analytics & blockchain Gene-editing technologies Advanced precision agriculture technologies Climate change	Blockchain apps

South African decision makers, across sectors and inclusive of the TVET sector, must move boldly to ensure that reskilling is sufficient to help reabsorb workers into the workforce. They also need to strengthen the education system to generate technology-related and life skills at sufficient scale. Only then will South Africa be able to successfully manage the large-scale workforce transformation ahead. Indeed, these steps are essential if the country is to seize technology's potential to unlock inclusive growth, improve lives, and reduce unacceptably high unemployment levels. McKinsey's paper[17] shows that the accelerated adoption of digital technologies could triple South Africa's productivity growth, more than double growth in per capita income, and add more than a percentage point to South Africa's real GDP growth rate over the next decade. It could also result in a net gain of 1.2 million jobs by 2030. A large proportion of those jobs would go to women, and digitisation could trigger a breakthrough in women's empowerment.

3.11 CONCLUSION

This chapter reflected on the response of judgmentally sampled key informants who operate as executive and senior managers withing the academic space of TVET colleges. The chapter captures the expert views on the priority (top in-demand) programmes/courses currently being offered by TVET Colleges to meet local industry demands for technical and vocation skills development, priority programmes/courses currently offered by TVET Colleges to meet the learning needs of female students, the level of change in overall course enrolments of females and the share of Science, Technology, Engineering or Mathematics (STEM) course enrolments from female learners during the past three years (2019-2021), priority programmes/courses currently offered by TVET Colleges to develop critical digital skills and 4IR competencies for future technical and vocational occupations, economic sectors being prioritized to develop critical digital skills and 4IR competencies for future technical and vocational occupations; priority courses/programmes being planned or developed by TVET Colleges to address future in-demand digital skills required by the job market; methodologies being applied by the TVET college to determine future-in-demand digital skills needs of industry; most recent business partnerships or relationships established by TVET Colleges to support workplace learning and placements and the development of future technical and vocational digital skills and competencies, given the future digital skills and 4IR demands of the local industry and priority digital skills most crucial to the future of work.

These analyses were essential not only to address the auxiliary research objectives, but also to better contextualise the prevailing TVET college ecosystem which will serve as a baseline to compare any future repetitive research work in the TVET college sector. These dimensions and dynamics are regarded critical when considering the need for TVET colleges to scale-up the development of digital technical and vocational skills education and training as part of its digital transformation journey. This calls for digital transformation (DX) to become the overarching solution of the development strategy of TVET colleges of the future. Due to impacts of the changing world of work, the 4th Industrial Revolution, the increased autonomy and competitiveness in education and training, and especially the COVID-19 pandemic, TVET colleges are required to develop "a more flexible, open, adaptive and responsive training system" in order to swiftly cope with such external changes. The context provided in this chapter proposes great needs, opportunities, and potentials that DX can bring to TVET colleges in South Africa. Big data, AI, IoT, and cloud solutions will form a strong foundation for digital governance and administration of TVET colleges, and online teaching and learning activities, and learning analytics to inform academic policies, innovation of training content and student services.

[17] *The future of work in South Africa Digitisation, productivity and job creation* by Nomfanelo Magwentshu, Agesan Rajagopaul, Michael Chui and Alok Singh. September 2019

CHAPTER 4

SUMMARY AND RECOMMENDATIONS

4.1 INTRODUCTION

This chapter concludes with a summary and some recommendations.

4.2 SUMMARY

This study showed critical outcomes for DX of TVET colleges as perceived from the self-assessment by TVET college staff members across different job levels:

- Low levels of awareness and a lack of true understanding of what DX entails and what institutional digitization demands.
- Slow uptake of digital technologies in some areas of digital competence, without, however, following a comprehensive or consistent approach.
- Digital experiments are attempted but they are conducted in disparate silos with disconnected goals, resources, and vision.
- Low trust in DX dividends.
- Pedestrian DX readiness.
- Low skills and competency levels. The underlying idea is that teachers who lack the necessary competencies to use ICT in their professional practice will not be able to deliver quality education and ultimately not be able to effectively guide the development of students' ICT competencies.
- Low levels of digital teaching experience.
- Knowledge gaps in using digital technology.
- Inadequate digital experts.
- DX disconnect between different staff job levels regarding the maturity levels of DX.
- Imbalance between leadership and governance (for vision and top-down strategies) and staff and stakeholders capable of taking personal responsibility for self-initiated actions and bottom-up efforts and initiatives related to digitalization.
- Lack of a tie-down human resource performance, rewards and recruitment strategies to enhance commitment towards DX.
- Lack of policies, processes and procedures to effectively govern and manage DX.
- low awareness levels of digital communication strategies.
- Insufficient teaching and learning spaces to promote digital readiness.
- Inadequate implementation of digital strategies and implementation plans, processes, procedures and policies to advance digital readiness.

Further key auxiliary research outcomes based on the outcomes of the qualitative and secondary research are as follows:

- Information technology, computer sciences and engineering programmes top the list of top-in demand programmes/courses currently offered by TVET colleges.
- Priority programmes/courses currently offered by TVET colleges to meet the learning needs of particularly female students include 'engineering' (automotive engineering, electrical engineering, and mechanical engineering) and 'management' (management assistant and office administration) programmes. To meet the learning needs of female students in the education space, Early Childhood Development (ECD) programmes and Educare were top-of-the mind listed programmes.
- Whereas the overall enrolment of female students has increased between 2019 and 2021, female STEM enrolments have largely remained unchanged.

- Nearly six in every 10 (58.9%) of TVET college students who were enrolled in 2019, were female.
- Gender representation across all TVET qualifications categories (except for PLP) favour female students.
- With reference to part-time qualifications. the female/male ratio for Report 191 or National Accredited Technical Education Diploma (NATED) programmes are less favourable for the Non-National Certificate, National N Certificate and N1 – N3 qualifications.
- Across all National Certificate (Vocational) - NC(V) - programmes, more female students were enrolled in 2019 for NC(V) programmes when compared to males, expect for the Civil Engineering and Building Construction, Drawing Office Practice, Engineering and Related Design and Mechatronics (NC(V) Level 2 and 4) programmes.
- NC(V) programmes with the highest gender ratio in favour of females include Primary Health and Education and Development programmes (see figure 3.4 below), which showcase that more than 10 female students for every one male student enrolled for these programmes in 2019.
- The successful completion of TVET qualifications for both males and females are the lowest for the NC(V) Level 4 qualification (see table 3.20). At this level, females appear to be slightly more successful, although only half of the enrolled females succeeded to complete NC(V) Level 4 qualifications in 2019.
- For 61.1% of NC(V) 4 qualifications, female students were less successful than male students to complete the qualification in 2019 (see figure 3.6).
- A total of 15 different Information Technology (IT) and Computer Science programmes were offered in 2019 and 2020 across all 50 TVET Colleges.
- Priority programmes/courses currently offered by TVET Colleges to develop critical digital skills and 4IR competencies were listed as 'Information Technology' programmes. Cyber security, cloud computing and fibre optics were predominantly listed as priority programmes/courses. Specific technology-driven priority areas which were listed included Programmable Logic Controllers (PLC) Mechatronics, Renewable Energy and Virtual Art. These examples showcased how technology is immersed to educate students in ICT knowledge and skills within the engineering, energy and media sectors. Further response options provided deduce that Business Management, Financial Management, Public Management as well as varied Engineering areas (Electrical infrastructure engineering, Mechatronics engineering, Electrical Engineering) are being prioritized by TVET colleges to develop critical digital skills and 4IR competencies.
- Local economic sectors being prioritized by TVET Colleges to develop critical digital skills and 4IR competencies for future technical and vocational occupations included Information and Technology, engineering, business services, automotive sector, public sector, hospitality, mining, manufacturing, energy (solar and wind), agriculture and retail.
- Priority courses/programmes being planned and developed by TVET colleges to address future in-demand digital skills required by the job market included cloud computing, cybersecurity, robotics, photovoltaic (solar power systems), mechatronics (integration of mechanical, electronic, and electrical engineering systems), machining and virtual or digital art. Pertinent areas listed in response to the question included Business Management, Finance, Agriculture, Engineering, Maritime, Agriculture, Tourism and Manufacturing.
- Methods to determine the future-in-demand digital skills needs of industry were limited to research, informal surveys, engagement with business, self-assessments of industry trends and the local economy, self-monitoring of high in demand occupations and skills,

monitoring of social media, internal strategic planning sessions, skills audits, and independent labour supply and demand analyses.

- Most prominent business partnerships or relationships established by TVET colleges to support workplace learning and placements and the development of future technical and vocational digital skills and competencies, given the future digital skills and 4IR demands of the local industry included those established with both local (i.e Cisco, Huawei, Dimension Data) and international (Handwerkamer (Chamber of Commerce) in Germany and Netherlands Organisation for International Cooperation in Higher Education (NUFFIC) organisations.
- Priority digital skills listed as most crucial for the future of work included 3D models designing and printing, Robotics, Cybersecurity, Cloud computing, Coding, Computer system analysis and design, Computer Program Communication Networks, Computer system analysis and design, Digital Marketing, Office Data Processing, Information Technology programming, Data analysis and processing, digital money transacting, virtual arts, digital industrial design, digital platform navigation, digital (remote) office skills, office data processing, digital ocean economy, drone pilot, Internet of Things – IoT, Information Security, Artificial Intelligence - AI and Machine Learning, Networking, Hardware Interfacing, Business Intelligence).

4.3 RECOMMENDATIONS

- Have to change the mindset of TVET staff to transform from traditional to digital teaching and learning behavior.
- Expose TVET staff to international best practice and exemplar of successful DX strategies and plans.
- At a corporate governance level, assist TVET colleges to develop and implement DX strategies and plans. Information sessions on DX strategies and plans and aligning these with the performance agreements, rewards and recruitment of staff will be critical.
- As an executive management level, leverage from the noted willingness of top management in support of DX.
- Institute DX engineers or agents to guide TVET colleges during their DX journey in response to institutional digitalization and digital skills demanded by the 4IR and the digital economy.
- Given the extent of the TVET ecosystem, a phased-in approach is recommended when prioritizing resources to assist TVET colleges with their planning, implementation and monitoring of their digital transformation strategies and plans. For this purpose, the priority clusters of TVET colleges as identified by this study are recommended. To commence, the priority TVET colleges identified includes the Tshwane North TVET College, King Hintsa TVET College, Goldfields TVET College, Northern Cape Urban TVET College, Boland TVET College, Vuselela TVET College, Letaba TVET College, Coastal TVET College and Ehlanzeni TVET College. This selection will secure a good start across all nine provinces and will include TVET colleges with higher participation rates in the 2022 assessment and relatively lower DXI scores. To guide the prioritization of DX focus areas, the prototype strategy developed for the Tshwane North TVET college (see section 2.3.1 of the report) is recommended as benchmark for other targeted TVET colleges.
- Inculcate Digital business engineering (DBE) in support of sustainable digital business transformation and to advance digital transformation systems of TVET colleges with a key focus on ICT and HR tools alongside securing cybersecurity measures to make vocational and technical education more efficient, secure, and productive.
- At an operational level, showcase the seriousness of DX at an HR level by imbedding DX into the performance assessment and rewards systems of TVET institutions. This will entice the desired buy-in and trust in DX at operational level.

- Use the DXRI score as baseline study to measure the impact of digital transformation over two to three-years from now.
- Conduct a digital skills audit among staff and students using existing EU frameworks for the Digital Competence of Educators (DigCompEdu).
- Undertake a study among industry to determine current and future technical and vocational and digital skills demands.
- Share the outcome of the 2022 baseline DX readiness study with DHET and GIZ implementation agents to engage with TVET colleges regarding the outcome of the assessment and to facilitate DX policies, processes and procedures in support of sustained DX. Concurrently, TVET colleges should be informed regarding the future digital skills requirements pronounced by this study and be encouraged to proactively respond to industry demands to secure that the notable digital skills levels and gaps are addressed by the development of innovative technological, pedagogical and content knowledge (TPACK) learning which will advancing digital skills and promote sustainable DX.
- Encourage TVET colleges to increase the uptake of female learners which showcased low intake in the latest student statistics released by DHET. In this regard TVET colleges should secure the equal development of the digital skills of female students who should be developed as equal digital citizens and lifelong learners.
- Conduct a full-fledged digital transformation impact assessment as a follow-up step of the 2022 base-line assessment.

4.4 CONCLUSION

This is a baseline study based on the self-assessment of TVET college staff members across different job levels who willingly agreed to act as assessors of the 50 public TVET colleges who were included in the study. It is recommended that the TVET colleges be supported to develop and implement the necessary DX strategies and plans and to cultivate a culture of digital teaching and learning in support of sustainable DX, improved digital skills and growth of the digital economy. It will be essential for public TVET colleges to embrace digitisation for the benefit of all citizens and to invest in human capital in support of a stronger technical and vocational education and training (TVET) system which will remain challenged to ramp up the development of technical skills required for the future world of work.

ANNEXURE A

TVET COLLEGE

DIGITAL TRANSFORMATION READINESS ASSESSMENT INDEX SCORES

Annexure A1(a)
Digital transformation readiness assessment index scores – Boland TVET College

Boland TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	61.90
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	53.57
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	63.10
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	73.81
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	77.38
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	63.10
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	77.38
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	60.71

Annexure A1(a)
Digital transformation readiness assessment index scores – Boland TVET college

Boland TVET College	Variable	Index
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	67.86
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	76.19
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	29.76
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	77.38
Digital strategy	Our institution has a formal change management strategy for digital transformation.	59.52
Digital strategy	The digital strategy of our institution is documented and communicated.	63.10
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	64.29
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	63.10
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	65.48
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	55.95
Digital strategy	The corporate strategy and the digital strategy complement each other.	55.95
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	64.29
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	57.14
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	61.90
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	59.52
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	57.14
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	60.71
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	58.33

Annexure A1(a)

Digital transformation readiness assessment index scores – Boland TVET college

Boland TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	53.57
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	48.81
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	57.14
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	53.57
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	57.14
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	61.90
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	52.38
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	59.52
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	40.48
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	59.52
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	54.76
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	58.33
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	67.86
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	59.52
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	64.29

Annexure A1(a)
Digital transformation readiness assessment index scores – Boland TVET college

Boland TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	71.43
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	72.62
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	64.29
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	73.81
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	65.48
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	52.38
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	61.90
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	53.57
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	58.33
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	41.67
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	61.90
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	61.90
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	58.33

Annexure A1(a)
Digital transformation readiness assessment index scores – Boland TVET college

Boland TVET College	Variable	Index
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	52.38
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	52.38
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	57.14
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	48.81
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	66.67
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	60.71
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	61.90
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	64.29
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	65.48
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	65.48
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	53.57
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	60.71
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	63.10

Annexure A1(a)
Digital transformation readiness assessment index scores – Boland TVET college

Boland TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	63.10
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	65.48
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	65.48
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	60.71
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	60.71
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	58.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	60.71
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	59.52
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	59.52
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	61.90
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	64.29
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	59.52

Annexure A1(a)
Digital transformation readiness assessment index scores – Boland TVET college

Boland TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	57.14
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	59.52
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	60.71
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	53.57
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	51.19
Average	**Average**	**60.22**

Annexure A1(b)
Ranking of digital transformation readiness assessment index scores – Boland TVET college

Boland TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	29.76
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	40.48
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	48.81
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	48.81
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	51.19
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	52.38
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	52.38
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	52.38
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	52.38
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	53.57
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	53.57
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	53.57

Annexure A1(b)
Ranking of digital transformation readiness assessment index scores – Boland TVET college

Boland TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	53.57
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	53.57
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	53.57
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	54.76
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	55.95
Digital strategy	The corporate strategy and the digital strategy complement each other.	55.95
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	57.14
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	57.14
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	57.14
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	57.14
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	57.14
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	57.14
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	57.14
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	58.33
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	58.33

Annexure A1(b)
Ranking of digital transformation readiness assessment index scores – Boland TVET college

Boland TVET College	Variable	Index
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	58.33
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	58.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	58.33
Digital strategy	Our institution has a formal change management strategy for digital transformation.	59.52
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	59.52
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	59.52
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	59.52
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	59.52
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	59.52
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	59.52
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	59.52
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	59.52
Average	**Average**	**60.22**
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	60.71
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	60.71

Annexure A1(b)
Ranking of digital transformation readiness assessment index scores – Boland TVET college

Boland TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	60.71
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	60.71
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	60.71
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	60.71
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	60.71
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	60.71
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	61.90
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	61.90
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	61.90
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	61.90
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	61.90
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	61.90
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	61.90
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	61.90
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	63.10
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	63.10
Digital strategy	The digital strategy of our institution is documented and communicated.	63.10
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	63.10

Annexure A1(b)
Ranking of digital transformation readiness assessment index scores – Boland TVET college

Boland TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	63.10
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	63.10
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	64.29
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	64.29
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	64.29
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	64.29
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	64.29
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	64.29
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	65.48
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	65.48
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	65.48
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	65.48
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	65.48
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	65.48
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	66.67

Annexure A1(b)
Ranking of digital transformation readiness assessment index scores – Boland TVET college

Boland TVET College	Variable	Index
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	67.86
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	67.86
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	71.43
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	72.62
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	73.81
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	73.81
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	76.19
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	77.38
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	77.38
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	77.38

Annexure A2(a)
Digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	87.50
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	62.50
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	62.50
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	87.50
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	62.50
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	37.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00

Annexure A2(a)
Digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Digital strategy	Our institution has a formal change management strategy for digital transformation.	37.50
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	37.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	37.50
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	37.50

Annexure A2(a)
Digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	37.50
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	37.50
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	37.50
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	37.50
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	62.50

Annexure A2(a)
Digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	37.50

Annexure A2(a)
Digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	37.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	37.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	62.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	62.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	62.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	37.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	62.50
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00

Annexure A2(a)
Digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00

Annexure A2(a)
Digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	75.00

Annexure A2(a)
Digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**55.16**

Annexure A2(a)
Ranking of digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	37.50
Digital strategy	Our institution has a formal change management strategy for digital transformation.	37.50
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	37.50
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	37.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	37.50
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	37.50
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	37.50
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	37.50

Annexure A2(a)
Ranking of digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	37.50
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00

Annexure A2(a)
Ranking of digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00

Annexure A2(a)
Ranking of digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**55.16**
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	62.50
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	62.50
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	62.50
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	62.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	62.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	62.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	62.50

Annexure A2(a)
Ranking of digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	62.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	62.50
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00

Annexure A2(a)
Ranking of digital transformation readiness assessment index scores – Buffalo City TVET College

Buffalo City TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Organizational culture and management commitment	Continuous change is part of our institution's culture.	87.50
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	87.50

Annexure A3(a)
Digital transformation readiness assessment index scores – Capricorn TVET College

Capricorn TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	85.71
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	82.14
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	71.43
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	57.14
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	82.14
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	71.43
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	78.57
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	67.86
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	60.71
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	64.29
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	64.29

Annexure A3(a)
Digital transformation readiness assessment index scores – Capricorn TVET College

Capricorn TVET College	Variable	Index
Digital strategy	Our institution has a formal change management strategy for digital transformation.	60.71
Digital strategy	The digital strategy of our institution is documented and communicated.	60.71
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	60.71
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	64.29
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	64.29
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	64.29
Digital strategy	The corporate strategy and the digital strategy complement each other.	60.71
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	67.86
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	71.43
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	67.86
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	67.86
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	64.29
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	71.43
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	67.86
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	67.86
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	71.43
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	71.43

Annexure A3(a)
Digital transformation readiness assessment index scores – Capricorn TVET College

Capricorn TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	67.86
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	67.86
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	60.71
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	67.86
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	78.57
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	57.14
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	71.43
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	53.57
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	57.14
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	67.86
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	78.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	71.43

Annexure A3(a)
Digital transformation readiness assessment index scores – Capricorn TVET College

Capricorn TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	67.86
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	71.43
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	67.86
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	64.29
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	64.29
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	42.86
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	60.71
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	60.71
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	46.43
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	39.29
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	53.57
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	53.57

Annexure A3(a)
Digital transformation readiness assessment index scores – Capricorn TVET College

Capricorn TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	67.86
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	57.14
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	39.29
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	42.86
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	64.29
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	57.14
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	57.14
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	67.86
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	67.86
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	60.71
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	57.14
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	57.14
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	60.71
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	60.71
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	64.29
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	64.29

Annexure A3(a)
Digital transformation readiness assessment index scores – Capricorn TVET College

Capricorn TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	42.86
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	35.71
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	64.29
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	53.57
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	57.14
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	53.57
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	57.14
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	57.14
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	57.14
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	42.86
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	42.86
Average	**Average**	**61.68**

Annexure A3(b)
Ranking of digital transformation readiness assessment index scores – Capricorn TVET College

Capricorn TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	35.71
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	39.29
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	39.29
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	42.86
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	42.86
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	42.86
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	42.86
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	42.86
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	46.43
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	53.57

Annexure A3(b)
Ranking of digital transformation readiness assessment index scores – Capricorn TVET College

Capricorn TVET College	Variable	Index
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	53.57
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	53.57
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	53.57
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	53.57
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	57.14
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	57.14
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	57.14
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	57.14
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	57.14
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	57.14
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	57.14
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	57.14
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	57.14
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	57.14
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	57.14

Annexure A3(b)
Ranking of digital transformation readiness assessment index scores – Capricorn TVET College

Capricorn TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	57.14
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	60.71
Digital strategy	Our institution has a formal change management strategy for digital transformation.	60.71
Digital strategy	The digital strategy of our institution is documented and communicated.	60.71
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	60.71
Digital strategy	The corporate strategy and the digital strategy complement each other.	60.71
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	60.71
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	60.71
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	60.71
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	60.71
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	60.71
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	60.71
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	60.71
Average	**Average**	**61.68**
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	64.29
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	64.29
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	64.29
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	64.29
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	64.29

Annexure A3(b)
Ranking of digital transformation readiness assessment index scores – Capricorn TVET College

Capricorn TVET College	Variable	Index
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	64.29
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	64.29
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	64.29
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	64.29
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	64.29
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	64.29
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	64.29
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	67.86
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	67.86
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	67.86
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	67.86
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	67.86
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	67.86
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	67.86

Annexure A3(b)
Ranking of digital transformation readiness assessment index scores – Capricorn TVET College

Capricorn TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	67.86
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	67.86
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	67.86
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	67.86
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	67.86
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	67.86
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	67.86
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	67.86
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	71.43
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	71.43
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	71.43
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	71.43
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	71.43
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	71.43
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	71.43
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	71.43

Annexure A3(b)
Ranking of digital transformation readiness assessment index scores – Capricorn TVET College

Capricorn TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	71.43
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	78.57
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	78.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	78.57
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	82.14
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	82.14
Organizational culture and management commitment	Continuous change is part of our institution's culture.	85.71

Annexure A4(a)
Digital transformation readiness assessment index scores – Coastal TVET College

Coastal TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	61.11
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	44.44
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	38.89
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	44.44
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	47.22
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	47.22
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	52.78
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	50.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	58.33
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	47.22
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	55.56
Digital strategy	Our institution has a formal change management strategy for digital transformation.	52.78
Digital strategy	The digital strategy of our institution is documented and communicated.	58.33
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	61.11
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	61.11

Annexure A4(a)
Digital transformation readiness assessment index scores – Coastal TVET College

Coastal TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	63.89
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	52.78
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	52.78
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	55.56
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	55.56
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	52.78
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	61.11
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	52.78
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	52.78
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	52.78
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	52.78
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	52.78
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	52.78
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00

Annexure A4(a)
Digital transformation readiness assessment index scores – Coastal TVET College

Coastal TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	52.78
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	52.78
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	52.78

Annexure A4(a)
Digital transformation readiness assessment index scores – Coastal TVET College

Coastal TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	52.78
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	52.78
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	52.78
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	52.78
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	55.56
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	52.78
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	52.78
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	52.78
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	55.56

Annexure A4(a)
Digital transformation readiness assessment index scores – Coastal TVET College

Coastal TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	55.56
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	55.56
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	52.78
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	52.78
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	52.78
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	55.56
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	52.78
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	52.78
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	55.56
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	55.56
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	52.78
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	52.78
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	55.56

Annexure A4(a)
Digital transformation readiness assessment index scores – Coastal TVET College

Coastal TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	52.78
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	52.78
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	52.78
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	52.78
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	52.78
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	52.78
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	52.78
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**52.75**

Annexure A4(b)
Ranking of digital transformation readiness assessment index scores – Coastal TVET College

Coastal TVET College	Variable	Index
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	38.89
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	44.44
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	44.44
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	47.22
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	47.22
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	47.22
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00

Annexure A4(b)
Ranking of digital transformation readiness assessment index scores – Coastal TVET College

Coastal TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**52.75**
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	52.78
Digital strategy	Our institution has a formal change management strategy for digital transformation.	52.78
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	52.78

Annexure A4(b)
Ranking of digital transformation readiness assessment index scores – Coastal TVET College

Coastal TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	52.78
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	52.78
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	52.78
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	52.78
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	52.78
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	52.78
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	52.78
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	52.78
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	52.78
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	52.78

Annexure A4(b)
Ranking of digital transformation readiness assessment index scores – Coastal TVET College

Coastal TVET College	Variable	Index
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	52.78
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	52.78
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	52.78
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	52.78
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	52.78
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	52.78
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	52.78
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	52.78
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	52.78
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	52.78
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	52.78
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	52.78
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	52.78
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	52.78
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	52.78
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	52.78

Annexure A4(b)
Ranking of digital transformation readiness assessment index scores – Coastal TVET College

Coastal TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	52.78
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	52.78
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	52.78
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	52.78
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	55.56
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	55.56
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	55.56
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	55.56
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	55.56
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	55.56
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	55.56
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	55.56
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	55.56

Annexure A4(b)
Ranking of digital transformation readiness assessment index scores – Coastal TVET College

Coastal TVET College	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	55.56
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	55.56
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	55.56
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	58.33
Digital strategy	The digital strategy of our institution is documented and communicated.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	58.33
Organizational culture and management commitment	Continuous change is part of our institution's culture.	61.11
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	61.11
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	61.11
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	61.11
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	63.89

Annexure A5(a)
Digital transformation readiness assessment index scores – College of Cape Town

College of Cape Town	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	83.33
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	91.67
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	58.33
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	83.33
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	66.67
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	83.33
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	41.67
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	58.33
Digital strategy	The digital strategy of our institution is documented and communicated.	58.33
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	66.67
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	58.33
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	66.67
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	66.67

Annexure A5(a)
Digital transformation readiness assessment index scores – College of Cape Town

College of Cape Town	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	83.33
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	75.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	58.33
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	41.67
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	33.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	33.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	33.33
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	41.67
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	66.67

Annexure A5(a)
Digital transformation readiness assessment index scores – College of Cape Town

College of Cape Town	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	25.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	33.33
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	41.67
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	41.67
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	33.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00

Annexure A5(a)
Digital transformation readiness assessment index scores – College of Cape Town

College of Cape Town	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	41.67
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	33.33
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	41.67
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	33.33
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	33.33
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	41.67
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	41.67
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	58.33
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	41.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	66.67

Annexure A5(a)
Digital transformation readiness assessment index scores – College of Cape Town

College of Cape Town	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	33.33
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	33.33
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	41.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	41.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	41.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	33.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	41.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	33.33

Annexure A5(a)
Digital transformation readiness assessment index scores – College of Cape Town

College of Cape Town	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	33.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	41.67
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	66.67
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	58.33
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	33.33
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	33.33
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	33.33
Average	**Average**	**50.72**

Annexure A5(a)
Ranking of digital transformation readiness assessment index scores – College of Cape Town

College of Cape Town	Variable	Index
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	25.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	33.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	33.33
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	33.33
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	33.33
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	33.33
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	33.33
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	33.33
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	33.33
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	33.33
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	33.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	33.33
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	33.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	33.33
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	33.33

Annexure A5(a)
Ranking of digital transformation readiness assessment index scores – College of Cape Town

College of Cape Town	Variable	Index
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	33.33
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	33.33
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	41.67
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	41.67
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	41.67
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	41.67
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	41.67
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	41.67
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	41.67
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	41.67
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	41.67

Annexure A5(a)
Ranking of digital transformation readiness assessment index scores – College of Cape Town

College of Cape Town	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	41.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	41.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	41.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	41.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	41.67
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	41.67
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00

Annexure A5(a)
Ranking of digital transformation readiness assessment index scores – College of Cape Town

College of Cape Town	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Average	**Average**	**50.72**

Annexure A5(a)
Ranking of digital transformation readiness assessment index scores – College of Cape Town

College of Cape Town	Variable	Index
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	58.33
Digital strategy	Our institution has a formal change management strategy for digital transformation.	58.33
Digital strategy	The digital strategy of our institution is documented and communicated.	58.33
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	58.33
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	58.33
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	58.33
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	58.33
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	66.67
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	66.67
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	66.67
Digital strategy	The corporate strategy and the digital strategy complement each other.	66.67
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	66.67
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	66.67
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00

Annexure A5(a)
Ranking of digital transformation readiness assessment index scores – College of Cape Town

College of Cape Town	Variable	Index
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	83.33
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	83.33
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	83.33
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	83.33
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	91.67

Annexure A6(a)
Digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	78.57
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	64.29
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	60.71
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	71.43
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	60.71
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	82.14
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	46.43
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	78.57
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	60.71
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	42.86
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00

Annexure A6(a)
Digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	46.43
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	64.29
Digital strategy	Our institution has a formal change management strategy for digital transformation.	60.71
Digital strategy	The digital strategy of our institution is documented and communicated.	57.14
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	46.43
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	71.43
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	57.14
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	53.57
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	46.43
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	46.43
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	53.57

Annexure A6(a)
Digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	46.43
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	53.57
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	53.57
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	60.71
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	64.29
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	46.43
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	46.43
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	60.71

Annexure A6(a)
Digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	64.29
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	53.57
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	57.14

Annexure A6(a)
Digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	46.43
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	53.57
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	53.57
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	42.86
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	57.14
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	60.71
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	60.71
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00

Annexure A6(a)
Digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	53.57
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	46.43
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	42.86
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	57.14
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	57.14
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	60.71
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	60.71
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	60.71
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	42.86
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	46.43

Annexure A6(a)
Digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	64.29
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	53.57
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	57.14
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	53.57
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	53.57
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	53.57
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	60.71
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	57.14
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	57.14
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	46.43
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	46.43
Average	**Average**	**54.70**

Annexure A6(b)
Ranking of digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	42.86
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	42.86
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	42.86
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	42.86
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	46.43
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	46.43
Digital strategy	The corporate strategy and the digital strategy complement each other.	46.43
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	46.43
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	46.43
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	46.43
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	46.43
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	46.43
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	46.43
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	46.43
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	46.43
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	46.43
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	46.43

Annexure A6(b)
Ranking of digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00

Annexure A6(b)
Ranking of digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	53.57
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	53.57
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	53.57
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	53.57
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	53.57
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	53.57
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	53.57
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	53.57
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	53.57
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	53.57

Annexure A6(b)
Ranking of digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	53.57
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	53.57
Average	**Average**	**54.70**
Digital strategy	The digital strategy of our institution is documented and communicated.	57.14
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	57.14
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	57.14
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	57.14
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	57.14
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	57.14
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	57.14
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	57.14
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	57.14

Annexure A6(b)
Ranking of digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	57.14
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	60.71
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	60.71
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	60.71
Digital strategy	Our institution has a formal change management strategy for digital transformation.	60.71
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	60.71
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	60.71
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	60.71
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	60.71
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	60.71
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	60.71
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	60.71
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	60.71
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	64.29
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	64.29
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	64.29

Annexure A6(b)
Ranking of digital transformation readiness assessment index scores – Eastcape Midlands TVET College

Eastcape Midlands TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	64.29
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	64.29
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	71.43
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	71.43
Organizational culture and management commitment	Continuous change is part of our institution's culture.	78.57
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	78.57
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	82.14

Annexure A7(a)
Digital transformation readiness assessment index scores – Ehlanzeni TVET College

Ehlanzeni TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	56.25
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	37.50
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	62.50
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	56.25
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	62.50
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	68.75
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	68.75
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	43.75
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	56.25
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	68.75
Digital strategy	Our institution has a formal change management strategy for digital transformation.	56.25
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	56.25
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	56.25

Annexure A7(a)
Digital transformation readiness assessment index scores – Ehlanzeni TVET College

Ehlanzeni TVET College	Variable	Index
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	43.75
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	43.75
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	56.25
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	56.25
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	56.25
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	56.25
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	56.25
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	56.25
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	56.25

Annexure A7(a)
Digital transformation readiness assessment index scores – Ehlanzeni TVET College

Ehlanzeni TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	62.50
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	37.50

Annexure A7(a)
Digital transformation readiness assessment index scores – Ehlanzeni TVET College

Ehlanzeni TVET College	Variable	Index
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	37.50
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	37.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	37.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	37.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	37.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	43.75
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	43.75
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	37.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	43.75

Annexure A7(a)
Digital transformation readiness assessment index scores – Ehlanzeni TVET College

Ehlanzeni TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	43.75
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	37.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	37.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	56.25
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	43.75
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	43.75
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00

Annexure A7(a)
Digital transformation readiness assessment index scores – Ehlanzeni TVET College

Ehlanzeni TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	43.75
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	37.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	37.50
Average	**Average**	**49.12**

Annexure A7(b)
Ranking of digital transformation readiness assessment index scores – Ehlanzeni TVET College

Ehlanzeni TVET College	Variable	Index
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	37.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	37.50
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	37.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	37.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	37.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	37.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	37.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	37.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	37.50

Annexure A7(b)
Ranking of digital transformation readiness assessment index scores – Ehlanzeni TVET College

Ehlanzeni TVET College	Variable	Index
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	37.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	43.75
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	43.75
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	43.75
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	43.75
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	43.75

Annexure A7(b)
Ranking of digital transformation readiness assessment index scores – Ehlanzeni TVET College

Ehlanzeni TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	43.75
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	43.75
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	43.75
Average	**Average**	**49.12**
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00

Annexure A7(b)
Ranking of digital transformation readiness assessment index scores – Ehlanzeni TVET College

Ehlanzeni TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	56.25

Annexure A7(b)
Ranking of digital transformation readiness assessment index scores – Ehlanzeni TVET College

Ehlanzeni TVET College	Variable	Index
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	56.25
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	56.25
Digital strategy	Our institution has a formal change management strategy for digital transformation.	56.25
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	56.25
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	56.25
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	56.25
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	56.25
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	56.25
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	56.25
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	56.25
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	56.25
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	56.25
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	56.25
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	56.25

Annexure A7(b)
Ranking of digital transformation readiness assessment index scores – Ehlanzeni TVET College

Ehlanzeni TVET College	Variable	Index
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	62.50
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	62.50
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	62.50
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	68.75
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	68.75
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	68.75
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00

Annexure A8(a)
Digital transformation readiness assessment index scores – Ekurhuleni East TVET College

Ekurhuleni East TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	50.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	50.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	50.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	50.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	50.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00

Annexure A8(a)
Digital transformation readiness assessment index scores – Ekurhuleni East TVET College

Ekurhuleni East TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00

Annexure A8(a)
Digital transformation readiness assessment index scores – Ekurhuleni East TVET College

Ekurhuleni East TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00

Annexure A8(a)
Digital transformation readiness assessment index scores – Ekurhuleni East TVET College

Ekurhuleni East TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00

Annexure A8(a)
Digital transformation readiness assessment index scores – Ekurhuleni East TVET College

Ekurhuleni East TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00

Annexure A8(a)
Digital transformation readiness assessment index scores – Ekurhuleni East TVET College

Ekurhuleni East TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**50.00**

Annexure A8(b)
Ranking of digital transformation readiness assessment index scores – Ekurhuleni East TVET College

Ekurhuleni East TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	50.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	50.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	50.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	50.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	50.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00

Annexure A8(b)
Ranking of digital transformation readiness assessment index scores – Ekurhuleni East TVET College

Ekurhuleni East TVET College	Variable	Index
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00

Annexure A8(b)
Ranking of digital transformation readiness assessment index scores – Ekurhuleni East TVET College

Ekurhuleni East TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00

Annexure A8(b)
Ranking of digital transformation readiness assessment index scores – Ekurhuleni East TVET College

Ekurhuleni East TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00

Annexure A8(b)
Ranking of digital transformation readiness assessment index scores – Ekurhuleni East TVET College

Ekurhuleni East TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00

Annexure A8(b)
Ranking of digital transformation readiness assessment index scores – Ekurhuleni East TVET College

Ekurhuleni East TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**50.00**

Annexure A9(a)
Digital transformation readiness assessment index scores – Ekurhuleni West TVET College

Ekurhuleni West TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	78.57
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	80.36
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	85.71
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	67.86
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	83.93
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	76.79
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	85.71
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	82.14
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	67.86
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	66.07
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	48.21
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	73.21
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	71.43

Annexure A9(a)
Digital transformation readiness assessment index scores – Ekurhuleni West TVET College

Ekurhuleni West TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	73.21
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	73.21
Digital strategy	The corporate strategy and the digital strategy complement each other.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	76.79
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	71.43
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	71.43
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	67.86
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	67.86
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	71.43
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	66.07
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	53.57
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	69.64
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	71.43
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	64.29
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	66.07
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	64.29

Annexure A9(a)
Digital transformation readiness assessment index scores – Ekurhuleni West TVET College

Ekurhuleni West TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	60.71
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	71.43
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	62.50
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	69.64
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	62.50
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	66.07
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	67.86
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	53.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	66.07
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	66.07
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	71.43
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	67.86
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	71.43
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	67.86
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	66.07

Annexure A9(a)
Digital transformation readiness assessment index scores – Ekurhuleni West TVET College

Ekurhuleni West TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	66.07
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	64.29
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	62.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	64.29
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	57.14
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	58.93
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	62.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	62.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	62.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	64.29
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	69.64
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	62.50

Annexure A9(a)
Digital transformation readiness assessment index scores – Ekurhuleni West TVET College

Ekurhuleni West TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	58.93
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	71.43
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	60.71
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	66.07
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	64.29
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	67.86
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	78.57
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	71.43
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	69.64
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	71.43
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	73.21
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	67.86
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	66.07
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	64.29
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	67.86

Annexure A9(a)
Digital transformation readiness assessment index scores – Ekurhuleni West TVET College

Ekurhuleni West TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	71.43
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	71.43
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	71.43
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	58.93
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	64.29
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	66.07
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	67.86
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	66.07
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	69.64
Average	**Average**	**67.99**

Annexure A9(b)
Ranking of digital transformation readiness assessment index scores – Ekurhuleni West TVET College

Ekurhuleni West TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	48.21
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	53.57
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	53.57
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	57.14
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	58.93
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	58.93
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	58.93
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	60.71
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	60.71
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	60.71
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	62.50
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	62.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	62.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	62.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	62.50

Annexure A9(b)
Ranking of digital transformation readiness assessment index scores – Ekurhuleni West TVET College

Ekurhuleni West TVET College	Variable	Index
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	62.50
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	62.50
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	64.29
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	64.29
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	64.29
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	64.29
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	64.29
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	64.29
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	64.29
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	64.29
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	66.07
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	66.07
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	66.07

Annexure A9(b)
Ranking of digital transformation readiness assessment index scores – Ekurhuleni West TVET College

Ekurhuleni West TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	66.07
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	66.07
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	66.07
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	66.07
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	66.07
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	66.07
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	66.07
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	66.07
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	66.07
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	67.86
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	67.86
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	67.86
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	67.86
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	67.86
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	67.86

Annexure A9(b)
Ranking of digital transformation readiness assessment index scores – Ekurhuleni West TVET College

Ekurhuleni West TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	67.86
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	67.86
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	67.86
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	67.86
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	67.86
Average	**Average**	**67.99**
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	69.64
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	69.64
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	69.64
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	69.64
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	69.64
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	71.43
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	71.43
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	71.43
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	71.43
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	71.43

Annexure A9(b)
Ranking of digital transformation readiness assessment index scores – Ekurhuleni West TVET College

Ekurhuleni West TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	71.43
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	71.43
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	71.43
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	71.43
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	71.43
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	71.43
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	71.43
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	71.43
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	71.43
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	73.21
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	73.21
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	73.21
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	73.21
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	76.79

Annexure A9(b)
Ranking of digital transformation readiness assessment index scores – Ekurhuleni West TVET College

Ekurhuleni West TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	76.79
Organizational culture and management commitment	Continuous change is part of our institution's culture.	78.57
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	78.57
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	80.36
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	82.14
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	83.93
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	85.71
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	85.71

Annexure A10(a)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	62.50
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	87.50
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	75.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	75.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	75.00

Annexure A10(a)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	62.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	75.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	62.50
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	62.50
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	75.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	75.00

Annexure A10(a)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	75.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	75.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	75.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	75.00

Annexure A10(a)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	75.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	62.50
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	62.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	75.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	75.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	75.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	62.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	62.50

Annexure A10(a)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00

Annexure A10(a)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	75.00
Average	**Average**	**72.28**

Annexure A10(b)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	62.50
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	62.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	62.50
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	62.50
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	62.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	62.50
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	62.50

Annexure A10(b)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	62.50
Average	**Average**	**72.28**
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00

Annexure A10(b)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	75.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	75.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	75.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	75.00

Annexure A10(b)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	75.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	75.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	75.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	75.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00

Annexure A10(b)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	75.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	75.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	75.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	75.00

Annexure A10(b)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	75.00

Annexure A10(b)
Digital transformation readiness assessment index scores – Elangeni TVET College

Elangeni TVET College	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	87.50

Annexure A11(a)
Digital transformation readiness assessment index scores – Esayidi TVET College

Esayidi TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	100.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	100.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	50.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	25.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	100.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	25.00
Digital strategy	The digital strategy of our institution is documented and communicated.	25.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	25.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	25.00

Annexure A11(a)
Digital transformation readiness assessment index scores – Esayidi TVET College

Esayidi TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	25.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	0.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	0.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	100.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	0.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	0.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	0.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	0.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	0.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	0.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	0.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	0.00

Annexure A11(a)
Digital transformation readiness assessment index scores – Esayidi TVET College

Esayidi TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	0.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	0.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	75.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	0.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	0.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	0.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	25.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	0.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	0.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	0.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	0.00

Annexure A11(a)
Digital transformation readiness assessment index scores – Esayidi TVET College

Esayidi TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	25.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	25.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	0.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	25.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	25.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	100.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	25.00

Annexure A11(a)
Digital transformation readiness assessment index scores – Esayidi TVET College

Esayidi TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	0.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution’s digital teaching products and services have a positive impact on customer/learner experience.	0.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00

Annexure A11(a)
Digital transformation readiness assessment index scores – Esayidi TVET College

Esayidi TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	100.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	0.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	0.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	0.00
Average	**Average**	**35.87**

Annexure A11(b)
Ranking of digital transformation readiness assessment index scores – Esayidi TVET College

Esayidi TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	0.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	0.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	0.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	0.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	0.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	0.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	0.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	0.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	0.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	0.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	0.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	0.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	0.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	0.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	0.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	0.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	0.00

Annexure A11(b)
Ranking of digital transformation readiness assessment index scores – Esayidi TVET College

Esayidi TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	0.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	0.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	0.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	0.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	0.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	0.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	0.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	0.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	25.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	25.00
Digital strategy	The digital strategy of our institution is documented and communicated.	25.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	25.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	25.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	25.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	25.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	25.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	25.00

Annexure A11(b)
Ranking of digital transformation readiness assessment index scores – Esayidi TVET College

Esayidi TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	25.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	25.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	25.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	25.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	25.00
Average	**Average**	**35.87**

Annexure A11(b)
Ranking of digital transformation readiness assessment index scores – Esayidi TVET College

Esayidi TVET College	Variable	Index
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00

Annexure A11(b)
Ranking of digital transformation readiness assessment index scores – Esayidi TVET College

Esayidi TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Organizational culture and management commitment	Continuous change is part of our institution’s culture.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	Our institution’s executives support the implementation of the digital strategy.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	75.00
Planning	The institution’s strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	75.00

Annexure A11(b)
Ranking of digital transformation readiness assessment index scores – Esayidi TVET College

Esayidi TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	100.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	100.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	100.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	100.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	100.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	100.00

Annexure A12(a)
Digital transformation readiness assessment index scores – False Bay TVET College

False Bay TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	62.50
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	70.83
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	79.17
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	58.33
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	70.83
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	79.17
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	33.33
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	70.83
Digital strategy	Our institution has a formal change management strategy for digital transformation.	58.33
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	58.33
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	66.67
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	62.50

Annexure A12(a)
Digital transformation readiness assessment index scores – False Bay TVET College

False Bay TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	54.17
Digital strategy	The corporate strategy and the digital strategy complement each other.	58.33
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	62.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	62.50
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	58.33
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	54.17
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	54.17
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	70.83
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	54.17
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	58.33
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	54.17
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	62.50

Annexure A12(a)
Digital transformation readiness assessment index scores – False Bay TVET College

False Bay TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	54.17
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	41.67
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	54.17
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	66.67
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	70.83
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	70.83
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	45.83
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	54.17
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	66.67

Annexure A12(a)
Digital transformation readiness assessment index scores – False Bay TVET College

False Bay TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	54.17
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	41.67
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	54.17
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	58.33
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	54.17
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	54.17
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	54.17
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	58.33
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	54.17
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	62.50
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	54.17
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	66.67
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	58.33
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	66.67

Annexure A12(a)
Digital transformation readiness assessment index scores – False Bay TVET College

False Bay TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	70.83
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	70.83
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	70.83
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	58.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	66.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	66.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	66.67
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	58.33

Annexure A12(a)
Digital transformation readiness assessment index scores – False Bay TVET College

False Bay TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	70.83
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	66.67
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	54.17
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	54.17
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	58.33
Average	**Average**	**61.96**

Annexure A12(b)
Ranking of digital transformation readiness assessment index scores – False Bay TVET College

False Bay TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	33.33
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	41.67
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	45.83
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	54.17
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	54.17
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	54.17
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	54.17
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	54.17
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	54.17
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	54.17
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	54.17
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	54.17
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	54.17

Annexure A12(b)
Ranking of digital transformation readiness assessment index scores – False Bay TVET College

False Bay TVET College	Variable	Index
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	54.17
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	54.17
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	54.17
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	54.17
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	54.17
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	54.17
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	54.17
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	58.33
Digital strategy	Our institution has a formal change management strategy for digital transformation.	58.33
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	58.33
Digital strategy	The corporate strategy and the digital strategy complement each other.	58.33
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	58.33
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	58.33
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	58.33
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	58.33

Annexure A12(b)
Ranking of digital transformation readiness assessment index scores – False Bay TVET College

False Bay TVET College	Variable	Index
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	58.33
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	58.33
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	58.33
Average	**Average**	**61.96**
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	62.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	62.50
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	62.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	62.50
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	62.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	62.50

Annexure A12(b)
Ranking of digital transformation readiness assessment index scores – False Bay TVET College

False Bay TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	62.50
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	66.67
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	66.67
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	66.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	66.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	66.67

Annexure A12(b)
Ranking of digital transformation readiness assessment index scores – False Bay TVET College

False Bay TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	66.67
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	66.67
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	70.83
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	70.83
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	70.83
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	70.83
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	70.83
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	70.83
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	70.83
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	70.83
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	70.83
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	70.83
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00

Annexure A12(b)
Ranking of digital transformation readiness assessment index scores – False Bay TVET College

False Bay TVET College	Variable	Index
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	79.17
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	79.17

Annexure A13(a)
Digital transformation readiness assessment index scores – Flavius Mareka TVET College

Flavius Mareka TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	100.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	100.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	100.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	100.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	100.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	100.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	100.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	0.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	100.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00

Annexure A13(a)
Digital transformation readiness assessment index scores – Flavius Mareka TVET College

Flavius Mareka TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	75.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	75.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	75.00

Annexure A13(a)
Digital transformation readiness assessment index scores – Flavius Mareka TVET College

Flavius Mareka TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	75.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	100.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	75.00

Annexure A13(a)
Digital transformation readiness assessment index scores – Flavius Mareka TVET College

Flavius Mareka TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	75.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	75.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	75.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	75.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	75.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	75.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	75.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	75.00

Annexure A13(a)
Digital transformation readiness assessment index scores – Flavius Mareka TVET College

Flavius Mareka TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	100.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00

Annexure A13(a)
Digital transformation readiness assessment index scores – Flavius Mareka TVET College

Flavius Mareka TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	100.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	75.00
Average	**Average**	**67.12**

Annexure A13(b)
Ranking of digital transformation readiness assessment index scores – Flavius Mareka TVET College

Flavius Mareka TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	0.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	25.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00

Annexure A13(b)
Ranking of digital transformation readiness assessment index scores – Flavius Mareka TVET College

Flavius Mareka TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Average	**Average**	**67.12**
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	75.00

Annexure A13(b)
Ranking of digital transformation readiness assessment index scores – Flavius Mareka TVET College

Flavius Mareka TVET College	Variable	Index
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	75.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	75.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	75.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	75.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	75.00

Annexure A13(b)
Ranking of digital transformation readiness assessment index scores – Flavius Mareka TVET College

Flavius Mareka TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	75.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	75.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	75.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	75.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	75.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	75.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	75.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	75.00

Annexure A13(b)
Ranking of digital transformation readiness assessment index scores – Flavius Mareka TVET College

Flavius Mareka TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	75.00

Annexure A13(b)
Ranking of digital transformation readiness assessment index scores – Flavius Mareka TVET College

Flavius Mareka TVET College	Variable	Index
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	100.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	100.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	100.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	100.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	100.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	100.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	100.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	100.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	100.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	100.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	100.00

Annexure A14(a)
Digital transformation readiness assessment index scores – Gert Sibande TVET College

Gert Sibande TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	50.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	87.50
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	62.50
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	87.50
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	62.50
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	62.50
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	75.00

Annexure A14(a)
Digital transformation readiness assessment index scores – Gert Sibande TVET College

Gert Sibande TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	62.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	62.50
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	62.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	62.50
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	37.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	75.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	62.50

Annexure A14(a)
Digital transformation readiness assessment index scores – Gert Sibande TVET College

Gert Sibande TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	75.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	37.50
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	87.50
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	87.50
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	75.00

Annexure A14(a)
Digital transformation readiness assessment index scores – Gert Sibande TVET College

Gert Sibande TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	62.50
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	37.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	62.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	62.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	87.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	37.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	75.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	87.50
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	62.50

Annexure A14(a)
Digital transformation readiness assessment index scores – Gert Sibande TVET College

Gert Sibande TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	37.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	62.50

Annexure A14(a)
Digital transformation readiness assessment index scores – Gert Sibande TVET College

Gert Sibande TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	37.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	37.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**59.38**

Annexure A14(b)
Ranking of digital transformation readiness assessment index scores – Gert Sibande TVET College

Gert Sibande TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	25.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	37.50
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	37.50
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	37.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	37.50
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	37.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	37.50

Annexure A14(b)
Ranking of digital transformation readiness assessment index scores – Gert Sibande TVET College

Gert Sibande TVET College	Variable	Index
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00

Annexure A14(b)
Ranking of digital transformation readiness assessment index scores – Gert Sibande TVET College

Gert Sibande TVET College	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**59.38**
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	62.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	62.50
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	62.50
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	62.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	62.50
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	62.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	62.50

Annexure A14(b)
Ranking of digital transformation readiness assessment index scores – Gert Sibande TVET College

Gert Sibande TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	62.50
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	62.50
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	62.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	62.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	62.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	62.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	62.50

Annexure A14(b)
Ranking of digital transformation readiness assessment index scores – Gert Sibande TVET College

Gert Sibande TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	62.50
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	75.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	75.00

Annexure A14(b)
Ranking of digital transformation readiness assessment index scores – Gert Sibande TVET College

Gert Sibande TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	87.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	87.50
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	87.50
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	87.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	87.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	87.50

Annexure A15(a)
Digital transformation readiness assessment index scores – Goldfields TVET College

Goldfields TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	55.43
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	61.96
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	52.17
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	48.91
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	61.96
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	63.04
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	51.09
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	58.70
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	56.52
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	41.30
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	61.96
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	56.52
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	46.74
Digital strategy	Our institution has a formal change management strategy for digital transformation.	55.43
Digital strategy	The digital strategy of our institution is documented and communicated.	51.09
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	52.17
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	51.09
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	58.70

Annexure A15(a)
Digital transformation readiness assessment index scores – Goldfields TVET College

Goldfields TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	55.43
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	48.91
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	48.91
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	52.17
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	42.39
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	43.48
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	43.48
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	44.57
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	43.48
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	48.91
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	55.43
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	54.35
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	51.09
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	57.61

Annexure A15(a)
Digital transformation readiness assessment index scores – Goldfields TVET College

Goldfields TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	51.09
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	35.87
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	43.48
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	54.35
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	48.91
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	45.65
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	46.74
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	56.52
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	61.96
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	69.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	54.35
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	59.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	63.04
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	46.74
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	44.57

Annexure A15(a)
Digital transformation readiness assessment index scores – Goldfields TVET College

Goldfields TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	51.09
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	54.35
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	52.17
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	54.35
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	42.39
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	51.09
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	51.09
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	56.52
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	53.26
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	45.65
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	48.91
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	45.65
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	53.26
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	55.43
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	57.61
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	56.52
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	51.09

Annexure A15(a)
Digital transformation readiness assessment index scores – Goldfields TVET College

Goldfields TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	51.09
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	40.22
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	51.09
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	47.83
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	47.83
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	55.43
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	55.43
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	54.35
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	56.52
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	54.35
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	54.35
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	45.65
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	46.74
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	57.61
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	52.17
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	54.35

Annexure A15(a)
Digital transformation readiness assessment index scores – Goldfields TVET College

Goldfields TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	52.17
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	54.35
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	59.78
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	61.96
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	55.43
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	54.35
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	45.65
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	43.48
Average	**Average**	**52.07**

Annexure A15(b)
Ranking of digital transformation readiness assessment index scores – Goldfields TVET College

Goldfields TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	35.87
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	40.22
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	41.30
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	42.39
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	42.39
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	43.48
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	43.48
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	43.48
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	43.48
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	43.48
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	44.57
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	44.57
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	45.65
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	45.65
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	45.65
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	45.65

Annexure A15(b)
Ranking of digital transformation readiness assessment index scores – Goldfields TVET College

Goldfields TVET College	Variable	Index
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	45.65
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	46.74
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	46.74
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	46.74
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	46.74
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	47.83
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	47.83
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	48.91
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	48.91
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	48.91
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	48.91
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	48.91
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	48.91
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00

Annexure A15(b)
Ranking of digital transformation readiness assessment index scores – Goldfields TVET College

Goldfields TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	51.09
Digital strategy	The digital strategy of our institution is documented and communicated.	51.09
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	51.09
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	51.09
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	51.09
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	51.09
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	51.09
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	51.09
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	51.09
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	51.09
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	51.09
Average	**Average**	**52.07**
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	52.17
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	52.17
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	52.17
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	52.17
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	52.17

Annexure A15(b)
Ranking of digital transformation readiness assessment index scores – Goldfields TVET College

Goldfields TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	52.17
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	53.26
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	53.26
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	54.35
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	54.35
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	54.35
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	54.35
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	54.35
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	54.35
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	54.35
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	54.35
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	54.35
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	54.35
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	54.35
Organizational culture and management commitment	Continuous change is part of our institution's culture.	55.43
Digital strategy	Our institution has a formal change management strategy for digital transformation.	55.43
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	55.43

Annexure A15(b)
Ranking of digital transformation readiness assessment index scores – Goldfields TVET College

Goldfields TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	55.43
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	55.43
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	55.43
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	55.43
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	55.43
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	56.52
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	56.52
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	56.52
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	56.52
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	56.52
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	56.52
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	57.61
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	57.61
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	57.61
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	58.70
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	58.70

Annexure A15(b)
Ranking of digital transformation readiness assessment index scores – Goldfields TVET College

Goldfields TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	59.78
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	59.78
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	61.96
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	61.96
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	61.96
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	61.96
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	61.96
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	63.04
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	63.04
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	69.57

Annexure A16(a)
Digital transformation readiness assessment index scores – Ikhala TVET College

Ikhala TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	25.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	100.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00

Annexure A16(a)
Digital transformation readiness assessment index scores – Ikhala TVET College

Ikhala TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	75.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	25.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	75.00

Annexure A16(a)
Digital transformation readiness assessment index scores – Ikhala TVET College

Ikhala TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	75.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	25.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	25.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	75.00

Annexure A16(a)
Digital transformation readiness assessment index scores – Ikhala TVET College

Ikhala TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	25.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	75.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	75.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	75.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	100.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	25.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	25.00

Annexure A16(a)
Digital transformation readiness assessment index scores – Ikhala TVET College

Ikhala TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00

Annexure A16(a)
Digital transformation readiness assessment index scores – Ikhala TVET College

Ikhala TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	25.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	25.00
Average	**Average**	**59.51**

Annexure A16(b)
Ranking of digital transformation readiness assessment index scores – Ikhala TVET College

Ikhala TVET College	Variable	Index
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	25.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	25.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	25.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	25.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	25.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	25.00

Annexure A16(b)
Ranking of digital transformation readiness assessment index scores – Ikhala TVET College

Ikhala TVET College	Variable	Index
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00

Annexure A16(b)
Ranking of digital transformation readiness assessment index scores – Ikhala TVET College

Ikhala TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Average	**Average**	**59.51**
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00

Annexure A16(b)
Ranking of digital transformation readiness assessment index scores – Ikhala TVET College

Ikhala TVET College	Variable	Index
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	75.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	75.00

Annexure A16(b)
Ranking of digital transformation readiness assessment index scores – Ikhala TVET College

Ikhala TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	75.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	75.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	75.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	75.00

Annexure A16(b)
Ranking of digital transformation readiness assessment index scores – Ikhala TVET College

Ikhala TVET College	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	100.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	100.00

Annexure A17(a)
Digital transformation readiness assessment index scores – Ingwe TVET College

Ingwe TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	50.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	50.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	43.75
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	43.75
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	37.50
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	43.75
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	43.75
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	43.75
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	43.75
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	62.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	43.75
Digital strategy	The digital strategy of our institution is documented and communicated.	43.75
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	43.75
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	43.75

Annexure A17(a)
Digital transformation readiness assessment index scores – Ingwe TVET College

Ingwe TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	43.75
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	43.75
Digital strategy	The corporate strategy and the digital strategy complement each other.	43.75
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	43.75
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	37.50
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	43.75
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	43.75
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	43.75
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	43.75
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	43.75

Annexure A17(a)
Digital transformation readiness assessment index scores – Ingwe TVET College

Ingwe TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	37.50
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	43.75
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	43.75
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00

Annexure A17(a)
Digital transformation readiness assessment index scores – Ingwe TVET College

Ingwe TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	37.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	43.75
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	37.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	43.75
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	37.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	37.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	37.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	37.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	37.50
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	37.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	43.75
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	43.75
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	43.75

Annexure A17(a)
Digital transformation readiness assessment index scores – Ingwe TVET College

Ingwe TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	31.25
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	31.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	31.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	31.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	43.75
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	43.75
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	43.75
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	43.75
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	43.75
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	37.50

Annexure A17(a)
Digital transformation readiness assessment index scores – Ingwe TVET College

Ingwe TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	37.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	43.75
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	37.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	37.50
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	43.75
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	37.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	37.50
Average	**Average**	**43.41**

Annexure A17(b)
Ranking of digital transformation readiness assessment index scores – Ingwe TVET College

Ingwe TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	31.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	31.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	31.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	31.25
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	37.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	37.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	37.50
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	37.50
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	37.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	37.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	37.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	37.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	37.50

Annexure A17(b)
Ranking of digital transformation readiness assessment index scores – Ingwe TVET College

Ingwe TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	37.50
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	37.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	37.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	37.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	37.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	37.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	37.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	37.50
Average	**Average**	**43.41**
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	43.75
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	43.75
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	43.75
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	43.75
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	43.75
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	43.75
Digital strategy	Our institution has a formal change management strategy for digital transformation.	43.75

Annexure A17(b)
Ranking of digital transformation readiness assessment index scores – Ingwe TVET College

Ingwe TVET College	Variable	Index
Digital strategy	The digital strategy of our institution is documented and communicated.	43.75
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	43.75
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	43.75
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	43.75
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	43.75
Digital strategy	The corporate strategy and the digital strategy complement each other.	43.75
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	43.75
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	43.75
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	43.75
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	43.75
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	43.75
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	43.75
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	43.75
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	43.75

Annexure A17(b)
Ranking of digital transformation readiness assessment index scores – Ingwe TVET College

Ingwe TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	43.75
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	43.75
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	43.75
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	43.75
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	43.75
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	43.75
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	43.75
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	43.75

Annexure A17(b)
Ranking of digital transformation readiness assessment index scores – Ingwe TVET College

Ingwe TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	43.75
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	43.75
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	43.75
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	43.75
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	43.75
Organizational culture and management commitment	Continuous change is part of our institution’s culture.	50.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	50.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Planning	The institution’s strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution’s digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00

Annexure A17(b)
Ranking of digital transformation readiness assessment index scores – Ingwe TVET College

Ingwe TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	62.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00

Annexure A18(a)
Digital transformation readiness assessment index scores – Johannesburg TVET College

Johannesburg TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	62.50
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	50.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	62.50
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	62.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	50.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	62.50
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	62.50

Annexure A18(a)
Digital transformation readiness assessment index scores – Johannesburg TVET College

Johannesburg TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	62.50
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	62.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	62.50
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	62.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	75.00

Annexure A18(a)
Digital transformation readiness assessment index scores – Johannesburg TVET College

Johannesburg TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	62.50
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	75.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	75.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	62.50

Annexure A18(a)
Digital transformation readiness assessment index scores – Johannesburg TVET College

Johannesburg TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	62.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	75.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	75.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	75.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	62.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	62.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	75.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	62.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	75.00

Annexure A18(a)
Digital transformation readiness assessment index scores – Johannesburg TVET College

Johannesburg TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	62.50

Annexure A18(a)
Digital transformation readiness assessment index scores – Johannesburg TVET College

Johannesburg TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	62.50
Average	**Average**	**66.17**

Annexure A18(b)
Ranking of digital transformation readiness assessment index scores – Johannesburg TVET College

Johannesburg TVET College	Variable	Index
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	50.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00

Annexure A18(b)
Ranking of digital transformation readiness assessment index scores – Johannesburg TVET College

Johannesburg TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	62.50
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	62.50
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	62.50
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	62.50
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	62.50
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	62.50
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	62.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	62.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	62.50
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	62.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	62.50

Annexure A18(b)
Ranking of digital transformation readiness assessment index scores – Johannesburg TVET College

Johannesburg TVET College	Variable	Index
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	62.50
Average	**Average**	**66.17**

Annexure A18(b)
Ranking of digital transformation readiness assessment index scores – Johannesburg TVET College

Johannesburg TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	75.00

Annexure A18(b)
Ranking of digital transformation readiness assessment index scores – Johannesburg TVET College

Johannesburg TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	75.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	75.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	75.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	75.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	75.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	75.00

Annexure A18(b)
Ranking of digital transformation readiness assessment index scores – Johannesburg TVET College

Johannesburg TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00

Annexure A19(a)
Digital transformation readiness assessment index scores – King Hintsa TVET College

King Hintsa TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	68.75
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	65.63
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	53.12
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	53.13
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	57.81
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	57.81
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	51.56
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	65.63
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	60.94
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	42.19
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	53.13
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	57.81
Digital strategy	Our institution has a formal change management strategy for digital transformation.	46.88
Digital strategy	The digital strategy of our institution is documented and communicated.	48.44
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	48.44
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	43.75
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00

Annexure A19(a)
Digital transformation readiness assessment index scores – King Hintsa TVET College

King Hintsa TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	42.19
Digital strategy	The corporate strategy and the digital strategy complement each other.	43.75
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	53.13
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	48.44
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	42.19
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	35.94
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	45.31
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	40.62
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	42.19
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	46.88
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	51.56
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	42.19
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	45.31
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	46.88
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	54.69

Annexure A19(a)
Digital transformation readiness assessment index scores – King Hintsa TVET College

King Hintsa TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	48.44
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	40.63
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	45.31
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	42.19
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	46.87
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	53.13
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	48.44
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	45.31
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	46.88
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	51.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	57.81
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	48.44
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	53.13
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	46.88
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	40.63

Annexure A19(a)
Digital transformation readiness assessment index scores – King Hintsa TVET College

King Hintsa TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	46.88
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	38.33
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	56.25
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	45.31
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	51.56
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	43.75
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	40.63
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	42.19
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	42.19
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	39.06
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	48.44
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	42.19
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	42.19
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	43.75
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00

Annexure A19(a)
Digital transformation readiness assessment index scores – King Hintsa TVET College

King Hintsa TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	40.63
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	45.31
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	51.56
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	42.19
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	45.31
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	46.88
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	39.06
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	40.63
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	43.75
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	42.19
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	45.31
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	40.63

Annexure A19(a)
Digital transformation readiness assessment index scores – King Hintsa TVET College

King Hintsa TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	53.13
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	43.75
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	43.75
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	43.75
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	45.31
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	43.75
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	43.75
Average	**Average**	**47.19**

Annexure A19(b)
Ranking of digital transformation readiness assessment index scores – King Hintsa TVET College

King Hintsa TVET College	Variable	Index
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	35.94
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	38.33
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	39.06
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	39.06
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	40.62
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	40.63
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	40.63
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	40.63
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	40.63
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	40.63
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	40.63
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	42.19
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	42.19
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	42.19
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	42.19
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	42.19
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	42.19

Annexure A19(b)
Ranking of digital transformation readiness assessment index scores – King Hintsa TVET College

King Hintsa TVET College	Variable	Index
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	42.19
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	42.19
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	42.19
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	42.19
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	42.19
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	42.19
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	43.75
Digital strategy	The corporate strategy and the digital strategy complement each other.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	43.75
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	43.75
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	43.75

Annexure A19(b)
Ranking of digital transformation readiness assessment index scores – King Hintsa TVET College

King Hintsa TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	43.75
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	43.75
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	43.75
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	43.75
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	43.75
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	43.75
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	45.31
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	45.31
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	45.31
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	45.31
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	45.31
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	45.31
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	45.31
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	45.31

Annexure A19(b)
Ranking of digital transformation readiness assessment index scores – King Hintsa TVET College

King Hintsa TVET College	Variable	Index
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	45.31
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	46.87
Digital strategy	Our institution has a formal change management strategy for digital transformation.	46.88
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	46.88
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	46.88
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	46.88
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	46.88
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	46.88
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	46.88
Average	**Average**	**47.19**
Digital strategy	The digital strategy of our institution is documented and communicated.	48.44
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	48.44
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	48.44
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	48.44
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	48.44
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	48.44
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	48.44
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00

Annexure A19(b)
Ranking of digital transformation readiness assessment index scores – King Hintsa TVET College

King Hintsa TVET College	Variable	Index
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	51.56
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	51.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	51.56
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	51.56
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	51.56
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	53.12
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	53.13
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	53.13
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	53.13
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	53.13
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	53.13
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	53.13
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	54.69

Annexure A19(b)
Ranking of digital transformation readiness assessment index scores – King Hintsa TVET College

King Hintsa TVET College	Variable	Index
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	56.25
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	57.81
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	57.81
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	57.81
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	57.81
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	60.94
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	65.63
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	65.63
Organizational culture and management commitment	Continuous change is part of our institution's culture.	68.75

Annexure A20(a)
Digital transformation readiness assessment index scores – King Sabata Dalindyebo TVET College

King Sabata Dalindyebo TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	62.50
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	62.50
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	62.50
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	62.50
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00

Annexure A20(a)
Digital transformation readiness assessment index scores – King Sabata Dalindyebo TVET College

King Sabata Dalindyebo TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00

Annexure A20(a)
Digital transformation readiness assessment index scores – King Sabata Dalindyebo TVET College

King Sabata Dalindyebo TVET College	Variable	Index
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	25.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00

Annexure A20(a)
Digital transformation readiness assessment index scores – King Sabata Dalindyebo TVET College

King Sabata Dalindyebo TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00

Annexure A20(a)
Digital transformation readiness assessment index scores – King Sabata Dalindyebo TVET College

King Sabata Dalindyebo TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00

Annexure A20(a)
Digital transformation readiness assessment index scores – King Sabata Dalindyebo TVET College

King Sabata Dalindyebo TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**50.82**

Annexure A20(b)
Rating of digital transformation readiness assessment index scores – King Sabata Dalindyebo TVET College

King Sabata Dalindyebo TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	37.50
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	50.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00

Annexure A20(b)
Rating of digital transformation readiness assessment index scores – King Sabata Dalindyebo TVET College

King Sabata Dalindyebo TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00

Annexure A20(b)
Rating of digital transformation readiness assessment index scores – King Sabata Dalindyebo TVET College

King Sabata Dalindyebo TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00

Annexure A20(b)
Rating of digital transformation readiness assessment index scores – King Sabata Dalindyebo TVET College

King Sabata Dalindyebo TVET College	Variable	Index
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00

Annexure A20(b)
Rating of digital transformation readiness assessment index scores – King Sabata Dalindyebo TVET College

King Sabata Dalindyebo TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**50.82**

Annexure A20(b)
Rating of digital transformation readiness assessment index scores – King Sabata Dalindyebo TVET College

King Sabata Dalindyebo TVET College	Variable	Index
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	62.50
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	62.50
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	62.50
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	62.50
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00

Annexure A21(a)
Digital transformation readiness assessment index scores – Lephalale TVET College

Lephalale TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	62.50
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	62.50
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	62.50
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	37.50
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	37.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00

Annexure A21(a)
Digital transformation readiness assessment index scores – Lephalale TVET College

Lephalale TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00

Annexure A21(a)
Digital transformation readiness assessment index scores – Lephalale TVET College

Lephalale TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00

Annexure A21(a)
Digital transformation readiness assessment index scores – Lephalale TVET College

Lephalale TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00

Annexure A21(a)
Digital transformation readiness assessment index scores – Lephalale TVET College

Lephalale TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00

Annexure A21(a)
Digital transformation readiness assessment index scores – Lephalale TVET College

Lephalale TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**52.04**

Annexure A21(b)
Rating of digital transformation readiness assessment index scores – Lephalale TVET College

Lephalale TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	37.50
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	37.50
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00

Annexure A21(b)
Rating of digital transformation readiness assessment index scores – Lephalale TVET College

Lephalale TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00

Annexure A21(b)
Rating of digital transformation readiness assessment index scores – Lephalale TVET College

Lephalale TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00

Annexure A21(b)
Rating of digital transformation readiness assessment index scores – Lephalale TVET College

Lephalale TVET College	Variable	Index
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00

Annexure A21(b)
Rating of digital transformation readiness assessment index scores – Lephalale TVET College

Lephalale TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**52.04**

Annexure A21(b)
Rating of digital transformation readiness assessment index scores – Lephalale TVET College

Lephalale TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	62.50
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	62.50
Digital strategy	The digital strategy of our institution is documented and communicated.	62.50
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00

Annexure A22(a)
Digital transformation readiness assessment index scores – Letaba TVET College

Letaba TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	70.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	70.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	60.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	65.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	65.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	70.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	45.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	90.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	55.00
Digital strategy	The digital strategy of our institution is documented and communicated.	60.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	45.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	65.00

Annexure A22(a)
Digital transformation readiness assessment index scores – Letaba TVET College

Letaba TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	65.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	60.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	40.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	60.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	65.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	30.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	40.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	45.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	45.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	65.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	40.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	55.00

Annexure A22(a)
Digital transformation readiness assessment index scores – Letaba TVET College

Letaba TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	45.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	45.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	45.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	30.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	55.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	45.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	60.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	60.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	40.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	40.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	65.00

Annexure A22(a)
Digital transformation readiness assessment index scores – Letaba TVET College

Letaba TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	60.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	40.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	45.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	40.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	65.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	65.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	45.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	55.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	55.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	40.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	70.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	45.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	45.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	45.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	55.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	55.00

Annexure A22(a)
Digital transformation readiness assessment index scores – Letaba TVET College

Letaba TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	55.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	45.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	55.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	55.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	45.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	65.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	30.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	30.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	35.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	55.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	45.00

Annexure A22(a)
Digital transformation readiness assessment index scores – Letaba TVET College

Letaba TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	55.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	65.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	60.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	55.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	55.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	55.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	60.00
Average	**Average**	**54.02**

Annexure A22(b)
Ranking of digital transformation readiness assessment index scores – Letaba TVET College

Letaba TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	30.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	30.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	30.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	30.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	35.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	40.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	40.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	40.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	40.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	40.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	40.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	40.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	40.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	45.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	45.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	45.00

Annexure A22(b)
Ranking of digital transformation readiness assessment index scores – Letaba TVET College

Letaba TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	45.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	45.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	45.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	45.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	45.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	45.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	45.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	45.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	45.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	45.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	45.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	45.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	45.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	45.00

Annexure A22(b)
Ranking of digital transformation readiness assessment index scores – Letaba TVET College

Letaba TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	45.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Average	**Average**	**54.02**
Digital strategy	Our institution has a formal change management strategy for digital transformation.	55.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	55.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	55.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	55.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	55.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	55.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	55.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	55.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	55.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	55.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	55.00

Annexure A22(b)
Ranking of digital transformation readiness assessment index scores – Letaba TVET College

Letaba TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	55.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	55.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	55.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	55.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	60.00
Digital strategy	The digital strategy of our institution is documented and communicated.	60.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	60.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	60.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	60.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	60.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	60.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	60.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	60.00

Annexure A22(b)
Ranking of digital transformation readiness assessment index scores – Letaba TVET College

Letaba TVET College	Variable	Index
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	65.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	65.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	65.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	65.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	65.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	65.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	65.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	65.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	65.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	65.00
Organizational culture and management commitment	Continuous change is part of our institution's culture.	70.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	70.00

Annexure A22(b)
Ranking of digital transformation readiness assessment index scores – Letaba TVET College

Letaba TVET College	Variable	Index
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	70.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	70.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	90.00

Annexure A23(a)
Digital transformation readiness assessment index scores – Lovedale TVET College

Lovedale TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	50.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	25.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	75.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00

Annexure A23(a)
Digital transformation readiness assessment index scores – Lovedale TVET College

Lovedale TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	75.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00

Annexure A23(a)
Digital transformation readiness assessment index scores – Lovedale TVET College

Lovedale TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00

Annexure A23(a)
Digital transformation readiness assessment index scores – Lovedale TVET College

Lovedale TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00

Annexure A23(a)
Digital transformation readiness assessment index scores – Lovedale TVET College

Lovedale TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00

Annexure A23(a)
Digital transformation readiness assessment index scores – Lovedale TVET College

Lovedale TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**52.72**

Annexure A23(b)
Ranking of digital transformation readiness assessment index scores – Lovedale TVET College

Lovedale TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	25.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	50.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00

Annexure A23(b)
Ranking of digital transformation readiness assessment index scores – Lovedale TVET College

Lovedale TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00

Annexure A23(b)
Ranking of digital transformation readiness assessment index scores – Lovedale TVET College

Lovedale TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00

Annexure A23(b)
Ranking of digital transformation readiness assessment index scores – Lovedale TVET College

Lovedale TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00

Annexure A23(b)
Ranking of digital transformation readiness assessment index scores – Lovedale TVET College

Lovedale TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**52.72**

Annexure A23(b)
Ranking of digital transformation readiness assessment index scores – Lovedale TVET College

Lovedale TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	75.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00

Annexure A24(a)
Digital transformation readiness assessment index scores – Majuba TVET College

Majuba TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	72.22
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	77.78
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	50.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	63.89
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	63.89
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	66.67
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	44.44
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	69.44
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	69.44
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	55.56
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	69.44
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	61.11
Digital strategy	Our institution has a formal change management strategy for digital transformation.	66.67
Digital strategy	The digital strategy of our institution is documented and communicated.	52.78
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	55.56
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	55.56

Annexure A24(a)
Digital transformation readiness assessment index scores – Majuba TVET College

Majuba TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	44.44
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	58.33
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	55.56
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	52.78
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	63.89
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	58.33
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	55.56
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	55.56
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	58.33
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	58.33
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	61.11
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	61.11
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	61.11

Annexure A24(a)
Digital transformation readiness assessment index scores – Majuba TVET College

Majuba TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	58.33
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	63.89
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	58.33
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	58.33
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	58.33
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	66.67
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	61.11
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	63.89
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	61.11
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	61.11
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	61.11
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	58.33

Annexure A24(a)
Digital transformation readiness assessment index scores – Majuba TVET College

Majuba TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	58.33
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	58.33
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	52.78
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	52.78
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	55.56
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	52.78
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	63.89

Annexure A24(a)
Digital transformation readiness assessment index scores – Majuba TVET College

Majuba TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	63.89
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	55.56
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	58.33
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	52.78
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	55.56
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	58.33
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	55.56
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	47.22
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	55.56
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	52.78
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	58.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00

Annexure A24(a)
Digital transformation readiness assessment index scores – Majuba TVET College

Majuba TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	52.78
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	52.78
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	52.78
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	55.56
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	52.78
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	55.56
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	52.78
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	58.33
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	52.78
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	52.78
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	52.78
Average	**Average**	**57.01**

Annexure A24(b)
Ranking of digital transformation readiness assessment index scores – Majuba TVET College

Majuba TVET College	Variable	Index
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	44.44
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	44.44
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	47.22
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	52.78
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	52.78

Annexure A24(b)
Ranking of digital transformation readiness assessment index scores – Majuba TVET College

Majuba TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	52.78
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	52.78
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	52.78
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	52.78
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	52.78
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	52.78
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	52.78
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	52.78
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	52.78
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	52.78
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	52.78
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	52.78
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	52.78

Annexure A24(b)
Ranking of digital transformation readiness assessment index scores – Majuba TVET College

Majuba TVET College	Variable	Index
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	52.78
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	55.56
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	55.56
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	55.56
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	55.56
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	55.56
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	55.56
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	55.56
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	55.56
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	55.56
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	55.56
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	55.56
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	55.56
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	55.56

Annexure A24(b)
Ranking of digital transformation readiness assessment index scores – Majuba TVET College

Majuba TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	55.56
Average	**Average**	**57.01**
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	58.33
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	58.33
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	58.33
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	58.33
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	58.33
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	58.33
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	58.33
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	58.33
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	58.33

Annexure A24(b)
Ranking of digital transformation readiness assessment index scores – Majuba TVET College

Majuba TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	58.33
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	58.33
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	58.33
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	61.11
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	61.11
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	61.11
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	61.11
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	61.11
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	61.11
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	61.11
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	61.11
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	63.89
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	63.89

Annexure A24(b)
Ranking of digital transformation readiness assessment index scores – Majuba TVET College

Majuba TVET College	Variable	Index
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	63.89
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	63.89
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	63.89
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	63.89
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	63.89
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	66.67
Digital strategy	Our institution has a formal change management strategy for digital transformation.	66.67
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	66.67
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	69.44
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	69.44
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	69.44
Organizational culture and management commitment	Continuous change is part of our institution's culture.	72.22
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	77.78

Annexure A25(a)
Digital transformation readiness assessment index scores – Maluti TVET College

Maluti TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	71.88
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	65.63
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	59.38
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	71.88
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	68.75
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	59.38
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	71.88
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	68.75
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	62.50
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	62.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	68.75
Digital strategy	Our institution has a formal change management strategy for digital transformation.	65.63
Digital strategy	The digital strategy of our institution is documented and communicated.	62.50
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	65.63
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	65.63

Annexure A25(a)
Digital transformation readiness assessment index scores – Maluti TVET College

Maluti TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	59.38
Digital strategy	The corporate strategy and the digital strategy complement each other.	56.25
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	59.38
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	65.63
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	62.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	65.63
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	59.38
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	56.25
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	71.88
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	65.63
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	65.62
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	56.25
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	53.13
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	62.50

Annexure A25(a)
Digital transformation readiness assessment index scores – Maluti TVET College

Maluti TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	68.75
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	56.25
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	56.25
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	59.38
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	65.63
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	40.63
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	65.63
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	78.13
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	68.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	53.13

Annexure A25(a)
Digital transformation readiness assessment index scores – Maluti TVET College

Maluti TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	59.38
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	46.88
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	62.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	53.13
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	43.75
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	40.63
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	56.25
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	62.50

Annexure A25(a)
Digital transformation readiness assessment index scores – Maluti TVET College

Maluti TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	59.38
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	65.63
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	71.88
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	59.38
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	53.13
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	53.13
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	65.63
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	53.13
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	65.63
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	56.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	59.38
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	59.38
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	59.38

Annexure A25(a)
Digital transformation readiness assessment index scores – Maluti TVET College

Maluti TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	56.25
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	43.75
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	56.25
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	59.38
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	59.38
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	53.13
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	53.13
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	53.13
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	56.25
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	46.88
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	56.25
Average	**Average**	**59.38**

Annexure A25(b)
Ranking of digital transformation readiness assessment index scores – Maluti TVET College

Maluti TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	40.63
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	40.63
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	43.75
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	43.75
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	46.88
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	46.88
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00

Annexure A25(b)
Ranking of digital transformation readiness assessment index scores – Maluti TVET College

Maluti TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	53.13
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	53.13
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	53.13
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	53.13
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	53.13
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	53.13
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	53.13
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	53.13
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	53.13
Digital strategy	The corporate strategy and the digital strategy complement each other.	56.25
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	56.25
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	56.25
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	56.25
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	56.25

Annexure A25(b)
Ranking of digital transformation readiness assessment index scores – Maluti TVET College

Maluti TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	56.25
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	56.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	56.25
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	56.25
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	56.25
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	56.25
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	56.25
Average	**Average**	**59.38**
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	59.38
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	59.38
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	59.38
Planning	The institution’s strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	59.38
Digital transformation implementation plan formulated	The institution’s digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	59.38
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	59.38
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	59.38

Annexure A25(b)
Ranking of digital transformation readiness assessment index scores – Maluti TVET College

Maluti TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	59.38
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	59.38
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	59.38
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	59.38
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	59.38
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	59.38
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	59.38
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	62.50
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	62.50
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	62.50
Digital strategy	The digital strategy of our institution is documented and communicated.	62.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	62.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	62.50
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	62.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	62.50

Annexure A25(b)
Ranking of digital transformation readiness assessment index scores – Maluti TVET College

Maluti TVET College	Variable	Index
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	62.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	62.50
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	65.62
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	65.63
Digital strategy	Our institution has a formal change management strategy for digital transformation.	65.63
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	65.63
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	65.63
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	65.63
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	65.63
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	65.63
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	65.63
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	65.63
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	65.63
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	65.63
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	65.63
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	68.75

Annexure A25(b)
Ranking of digital transformation readiness assessment index scores – Maluti TVET College

Maluti TVET College	Variable	Index
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	68.75
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	68.75
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	68.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	68.75
Organizational culture and management commitment	Continuous change is part of our institution's culture.	71.88
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	71.88
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	71.88
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	71.88
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	71.88
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	78.13

Annexure A26(a)
Digital transformation readiness assessment index scores – Mnambithi TVET College

Mnambithi TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	50.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	62.50
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	50.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	62.50
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	62.50
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	62.50
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	62.50
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	50.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	62.50
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	62.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	62.50
Digital strategy	Our institution has a formal change management strategy for digital transformation.	62.50
Digital strategy	The digital strategy of our institution is documented and communicated.	62.50
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	62.50
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00

Annexure A26(a)
Digital transformation readiness assessment index scores – Mnambithi TVET College

Mnambithi TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	62.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	62.50
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	62.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	62.50
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	62.50
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	62.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	62.50
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	62.50
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	62.50
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	62.50
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00

Annexure A26(a)
Digital transformation readiness assessment index scores – Mnambithi TVET College

Mnambithi TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00

Annexure A26(a)
Digital transformation readiness assessment index scores – Mnambithi TVET College

Mnambithi TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00

Annexure A26(a)
Digital transformation readiness assessment index scores – Mnambithi TVET College

Mnambithi TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00

Annexure A26(a)
Digital transformation readiness assessment index scores – Mnambithi TVET College

Mnambithi TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**53.53**

Annexure A26(b)
Ranking of digital transformation readiness assessment index scores – Mnambithi TVET College

Mnambithi TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00

Annexure A26(b)
Ranking of digital transformation readiness assessment index scores – Mnambithi TVET College

Mnambithi TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00

Annexure A26(b)
Ranking of digital transformation readiness assessment index scores – Mnambithi TVET College

Mnambithi TVET College	Variable	Index
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00

Annexure A26(b)
Ranking of digital transformation readiness assessment index scores – Mnambithi TVET College

Mnambithi TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00

Annexure A26(b)
Ranking of digital transformation readiness assessment index scores – Mnambithi TVET College

Mnambithi TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**53.53**
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	62.50
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	62.50
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	62.50
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	62.50
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	62.50
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.50
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	62.50
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	62.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	62.50
Digital strategy	Our institution has a formal change management strategy for digital transformation.	62.50
Digital strategy	The digital strategy of our institution is documented and communicated.	62.50

Annexure A26(b)
Ranking of digital transformation readiness assessment index scores – Mnambithi TVET College

Mnambithi TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	62.50
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	62.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	62.50
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	62.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	62.50
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	62.50
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	62.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	62.50
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	62.50
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	62.50
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	62.50

Annexure A27(a)
Digital transformation readiness assessment index scores – Mopani South East TVET College

Mopani South East TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	87.50
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	87.50
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	62.50
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	87.50
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	87.50
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	87.50
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	37.50
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	37.50
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	37.50
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	37.50

Annexure A27(a)
Digital transformation readiness assessment index scores – Mopani South East TVET College

Mopani South East TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	37.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	37.50
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	37.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	37.50
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	37.50
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	37.50
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	37.50
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	37.50

Annexure A27(a)
Digital transformation readiness assessment index scores – Mopani South East TVET College

Mopani South East TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	37.50
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	75.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	62.50
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00

Annexure A27(a)
Digital transformation readiness assessment index scores – Mopani South East TVET College

Mopani South East TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	37.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	62.50
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	62.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	62.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	62.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	62.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00

Annexure A27(a)
Digital transformation readiness assessment index scores – Mopani South East TVET College

Mopani South East TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	62.50

Annexure A27(a)
Digital transformation readiness assessment index scores – Mopani South East TVET College

Mopani South East TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	62.50
Average	**Average**	**57.61**

Annexure A27(b)
Ranking of digital transformation readiness assessment index scores – Mopani South East TVET College

Mopani South East TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
Digital strategy	The digital strategy of our institution is documented and communicated.	37.50
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	37.50
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	37.50
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	37.50
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	37.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	37.50
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	37.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	37.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	37.50
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	37.50
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	37.50
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	37.50
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	37.50
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	37.50

Annexure A27(b)
Ranking of digital transformation readiness assessment index scores – Mopani South East TVET College

Mopani South East TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	37.50
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00

Annexure A27(b)
Ranking of digital transformation readiness assessment index scores – Mopani South East TVET College

Mopani South East TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Average	**Average**	**57.61**
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	62.50
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	62.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	62.50
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	62.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	62.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	62.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	62.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	62.50

Annexure A27(b)
Ranking of digital transformation readiness assessment index scores – Mopani South East TVET College

Mopani South East TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	62.50

Annexure A27(b)
Ranking of digital transformation readiness assessment index scores – Mopani South East TVET College

Mopani South East TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	62.50
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Our institution’s executives support the implementation of the digital strategy.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00

Annexure A27(b)
Ranking of digital transformation readiness assessment index scores – Mopani South East TVET College

Mopani South East TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	75.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00
Organizational culture and management commitment	Continuous change is part of our institution's culture.	87.50
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	87.50
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	87.50
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	87.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	87.50

Annexure A28(a)
Digital transformation readiness assessment index scores – Motheo TVET College

Motheo TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	100.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	100.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	100.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	100.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	100.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	100.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	100.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	100.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	0.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	75.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	75.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	100.00

Annexure A28(a)
Digital transformation readiness assessment index scores – Motheo TVET College

Motheo TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	100.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	100.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	100.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	100.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	100.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	75.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	75.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00

Annexure A28(a)
Digital transformation readiness assessment index scores – Motheo TVET College

Motheo TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	75.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	25.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	25.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	75.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	100.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	100.00

Annexure A28(a)
Digital transformation readiness assessment index scores – Motheo TVET College

Motheo TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	75.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	75.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	75.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	100.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	100.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	75.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	100.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	100.00

Annexure A28(a)
Digital transformation readiness assessment index scores – Motheo TVET College

Motheo TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	100.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	100.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	100.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	100.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	100.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	100.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	100.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	100.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	100.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	100.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	100.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	100.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	100.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	100.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	100.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	100.00

Annexure A28(a)
Digital transformation readiness assessment index scores – Motheo TVET College

Motheo TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	100.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	100.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	100.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	100.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	100.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	100.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	100.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	75.00
Average	**Average**	**83.97**

Annexure A28(b)
Ranking of digital transformation readiness assessment index scores – Motheo TVET College

Motheo TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	0.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	25.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	25.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	25.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	25.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	75.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	75.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	75.00

Annexure A28(b)
Ranking of digital transformation readiness assessment index scores – Motheo TVET College

Motheo TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	75.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	75.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	75.00

Annexure A28(b)
Ranking of digital transformation readiness assessment index scores – Motheo TVET College

Motheo TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	75.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	75.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	75.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	75.00
Average	**Average**	**83.97**
Organizational culture and management commitment	Continuous change is part of our institution's culture.	100.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	100.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	100.00

Annexure A28(b)
Ranking of digital transformation readiness assessment index scores – Motheo TVET College

Motheo TVET College	Variable	Index
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	100.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	100.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	100.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	100.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	100.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	100.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	100.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	100.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	100.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	100.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	100.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	100.00

Annexure A28(b)
Ranking of digital transformation readiness assessment index scores – Motheo TVET College

Motheo TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	100.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	100.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	100.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	100.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	100.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	100.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	100.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	100.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	100.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	100.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	100.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	100.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	100.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	100.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	100.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	100.00

Annexure A28(b)
Ranking of digital transformation readiness assessment index scores – Motheo TVET College

Motheo TVET College	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	100.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	100.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	100.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	100.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	100.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	100.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	100.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	100.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	100.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	100.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	100.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	100.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	100.00

Annexure A29(a)
Digital transformation readiness assessment index scores – Mthashana TVET College

Mthashana TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	25.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	25.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	25.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	25.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	25.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	25.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	25.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	100.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	25.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	0.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	25.00

Annexure A29(a)
Digital transformation readiness assessment index scores – Mthashana TVET College

Mthashana TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	25.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	25.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	0.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	0.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	0.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	0.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	0.00

Annexure A29(a)
Digital transformation readiness assessment index scores – Mthashana TVET College

Mthashana TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	0.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	0.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	25.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	25.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	25.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00

Annexure A29(a)
Digital transformation readiness assessment index scores – Mthashana TVET College

Mthashana TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	0.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	25.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	25.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	75.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	25.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00

Annexure A29(a)
Digital transformation readiness assessment index scores – Mthashana TVET College

Mthashana TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00

Annexure A29(a)
Digital transformation readiness assessment index scores – Mthashana TVET College

Mthashana TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	25.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	25.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**39.95**

Annexure A29(b)
Ranking of digital transformation readiness assessment index scores – Mthashana TVET College

Mthashana TVET College	Variable	Index
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	0.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	0.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	0.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	0.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	0.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	0.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	0.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	0.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	0.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	25.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	25.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	25.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	25.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	25.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	25.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	25.00
Digital strategy	The digital strategy of our institution is documented and communicated.	25.00

Annexure A29(b)
Ranking of digital transformation readiness assessment index scores – Mthashana TVET College

Mthashana TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	25.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	25.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	25.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	25.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	25.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	25.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	25.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	25.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	25.00

Annexure A29(b)
Ranking of digital transformation readiness assessment index scores – Mthashana TVET College

Mthashana TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	25.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	25.00
Average	**Average**	**39.95**
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00

Annexure A29(b)
Ranking of digital transformation readiness assessment index scores – Mthashana TVET College

Mthashana TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00

Annexure A29(b)
Ranking of digital transformation readiness assessment index scores – Mthashana TVET College

Mthashana TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00

Annexure A29(b)
Ranking of digital transformation readiness assessment index scores – Mthashana TVET College

Mthashana TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	75.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	100.00

Annexure A30(a)
Digital transformation readiness assessment index scores – Nkangala TVET College

Nkangala TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	66.67
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	66.67
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	66.67
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	50.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	66.67
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	58.33
Digital strategy	The digital strategy of our institution is documented and communicated.	58.33
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	66.67
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	66.67
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	66.67

Annexure A30(a)
Digital transformation readiness assessment index scores – Nkangala TVET College

Nkangala TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	66.67
Digital strategy	The corporate strategy and the digital strategy complement each other.	66.67
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	66.67
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	66.67
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	66.67
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	66.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	58.33
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	58.33
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	66.67
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	66.67

Annexure A30(a)
Digital transformation readiness assessment index scores – Nkangala TVET College

Nkangala TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	41.67
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	41.67
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	58.33
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	58.33
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	66.67

Annexure A30(a)
Digital transformation readiness assessment index scores – Nkangala TVET College

Nkangala TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	66.67
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	58.33
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	41.67
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	66.67
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	66.67

Annexure A30(a)
Digital transformation readiness assessment index scores – Nkangala TVET College

Nkangala TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	58.33
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	66.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	41.67

Annexure A30(a)
Digital transformation readiness assessment index scores – Nkangala TVET College

Nkangala TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	66.67
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	66.67
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	58.33
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	66.67
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	58.33
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	66.67
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	66.67
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	58.33
Average	**Average**	**63.04**

Annexure A30(b)
Ranking of digital transformation readiness assessment index scores – Nkangala TVET College

Nkangala TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	41.67
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	41.67
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	41.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	41.67
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00

Annexure A30(b)
Ranking of digital transformation readiness assessment index scores – Nkangala TVET College

Nkangala TVET College	Variable	Index
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	58.33
Digital strategy	The digital strategy of our institution is documented and communicated.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	58.33
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	58.33
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	58.33
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	58.33
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	58.33
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	58.33
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	58.33
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	58.33
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	58.33

Annexure A30(b)
Ranking of digital transformation readiness assessment index scores – Nkangala TVET College

Nkangala TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	58.33
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	58.33
Average	**Average**	**63.04**
Organizational culture and management commitment	Continuous change is part of our institution's culture.	66.67
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	66.67
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	66.67
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	66.67
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	66.67
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	66.67
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	66.67
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	66.67
Digital strategy	The corporate strategy and the digital strategy complement each other.	66.67
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	66.67
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	66.67
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	66.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	66.67
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	66.67
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	66.67

Annexure A30(b)
Ranking of digital transformation readiness assessment index scores – Nkangala TVET College

Nkangala TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	66.67
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	66.67
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	66.67
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	66.67

Annexure A30(b)
Ranking of digital transformation readiness assessment index scores – Nkangala TVET College

Nkangala TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	66.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	66.67
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	66.67
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	66.67
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	66.67
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	66.67
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00

Annexure A30(b)
Ranking of digital transformation readiness assessment index scores – Nkangala TVET College

Nkangala TVET College	Variable	Index
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	75.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	75.00

Annexure A31(a)
Digital transformation readiness assessment index scores – Northern Cape Rural TVET College

Northern Cape Rural TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	62.50
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	65.63
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	65.63
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	62.50
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	59.38
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	53.13
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.50
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	56.25
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	68.75
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	53.13
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	56.25
Digital strategy	Our institution has a formal change management strategy for digital transformation.	46.88
Digital strategy	The digital strategy of our institution is documented and communicated.	40.63
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	43.75
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	46.88
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	56.25
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	43.75
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00

Annexure A31(a)
Digital transformation readiness assessment index scores – Northern Cape Rural TVET College

Northern Cape Rural TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	56.25
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	46.87
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	37.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	46.88
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	46.88
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	46.88
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	46.88
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	46.88
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	43.75
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	43.75
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	46.88
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	53.13
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	46.88

Annexure A31(a)
Digital transformation readiness assessment index scores – Northern Cape Rural TVET College

Northern Cape Rural TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	40.63
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	40.63
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	37.50
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	43.75
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	40.63
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	34.38
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	53.13
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	53.13
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	59.38
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	59.38
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	53.13

Annexure A31(a)
Digital transformation readiness assessment index scores – Northern Cape Rural TVET College

Northern Cape Rural TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	46.88
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	34.38
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	40.63
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	37.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	46.88
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	43.75
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	46.88
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	43.75
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	40.63
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	37.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	59.38

Annexure A31(a)
Digital transformation readiness assessment index scores – Northern Cape Rural TVET College

Northern Cape Rural TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	46.88
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	56.25
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	53.13
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	40.63
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	53.13
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	53.13
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	53.13
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	46.88

Annexure A31(a)
Digital transformation readiness assessment index scores – Northern Cape Rural TVET College

Northern Cape Rural TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	65.63
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	46.88
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	53.13
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	46.88
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	59.38
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	59.38
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	56.25
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	53.13
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	46.88
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	40.63
Average	**Average**	**50.10**

Annexure A31(b)
Ranking of digital transformation readiness assessment index scores – Northern Cape Rural TVET College

Northern Cape Rural TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	34.38
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	34.38
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	37.50
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	37.50
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	37.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	37.50
Digital strategy	The digital strategy of our institution is documented and communicated.	40.63
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	40.63
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	40.63
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	40.63
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	40.63
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	40.63
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	40.63
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	40.63

Annexure A31(b)
Ranking of digital transformation readiness assessment index scores – Northern Cape Rural TVET College

Northern Cape Rural TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	43.75
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	43.75
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	43.75
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	43.75
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	43.75
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	43.75
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	43.75
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	43.75
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	43.75
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	46.87
Digital strategy	Our institution has a formal change management strategy for digital transformation.	46.88
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	46.88
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	46.88

Annexure A31(b)
Ranking of digital transformation readiness assessment index scores – Northern Cape Rural TVET College

Northern Cape Rural TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	46.88
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	46.88
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	46.88
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	46.88
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	46.88
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	46.88
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	46.88
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	46.88
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	46.88
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	46.88
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	46.88
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	46.88
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	46.88
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	46.88
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00

Annexure A31(b)
Ranking of digital transformation readiness assessment index scores – Northern Cape Rural TVET College

Northern Cape Rural TVET College	Variable	Index
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Average	**Average**	**50.10**
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	53.13
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	53.13
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	53.13
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	53.13
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	53.13
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	53.13
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	53.13
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	53.13
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	53.13

Annexure A31(b)
Ranking of digital transformation readiness assessment index scores – Northern Cape Rural TVET College

Northern Cape Rural TVET College	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	53.13
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	53.13
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	53.13
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	56.25
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	56.25
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	56.25
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	56.25
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	56.25
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	56.25
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	59.38
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	59.38
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	59.38
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	59.38
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	59.38

Annexure A31(b)
Ranking of digital transformation readiness assessment index scores – Northern Cape Rural TVET College

Northern Cape Rural TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	59.38
Organizational culture and management commitment	Continuous change is part of our institution's culture.	62.50
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	62.50
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	62.50
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	65.63
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	65.63
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	65.63
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	68.75
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00

Annexure A32(a)
Digital transformation readiness assessment index scores – Northern Cape Urban TVET College

Northern Cape Urban TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	66.67
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	52.08
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	52.08
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	41.67
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	58.33
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	66.67
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	41.67
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	66.67
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	54.17
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	37.50
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	47.92
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	64.58
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	45.83
Digital strategy	The digital strategy of our institution is documented and communicated.	47.92
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	45.83
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	47.92

Annexure A32(a)
Digital transformation readiness assessment index scores – Northern Cape Urban TVET College

Northern Cape Urban TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	56.25
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	43.75
Digital strategy	The corporate strategy and the digital strategy complement each other.	47.92
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	43.75
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	39.58
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	43.75
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	43.75
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	45.83
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	45.83
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	45.83
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	47.92
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	43.75
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	45.83
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	41.67

Annexure A32(a)
Digital transformation readiness assessment index scores – Northern Cape Urban TVET College

Northern Cape Urban TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	58.33
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	45.83
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	41.67
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	43.75
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	47.92
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	43.75
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	45.83
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	47.92
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	54.17
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	60.42
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	54.17

Annexure A32(a)
Digital transformation readiness assessment index scores – Northern Cape Urban TVET College

Northern Cape Urban TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	39.58
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	37.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	43.75
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	41.67
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	45.83
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	45.83
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	41.67
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	37.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	45.83
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	41.67

Annexure A32(a)
Digital transformation readiness assessment index scores – Northern Cape Urban TVET College

Northern Cape Urban TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	43.75
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	54.17
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	54.17
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	43.75
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	47.92
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	54.17
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	52.08
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	52.08
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	52.08
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	47.92
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	45.83
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	47.92
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	52.08
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	41.67

Annexure A32(a)
Digital transformation readiness assessment index scores – Northern Cape Urban TVET College

Northern Cape Urban TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	45.83
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	52.08
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	45.83
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	47.92
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	45.83
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	54.17
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	56.25
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	45.83
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	47.92
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	47.92
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	41.67
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	45.83
Average	**Average**	**47.89**

Annexure A32(b)
Ranking of digital transformation readiness assessment index scores – Northern Cape Urban TVET College

Northern Cape Urban TVET College	Variable	Index
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	37.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	37.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	39.58
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	39.58
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	41.67
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	41.67
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	41.67
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	41.67

Annexure A32(b)
Ranking of digital transformation readiness assessment index scores – Northern Cape Urban TVET College

Northern Cape Urban TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	41.67
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	41.67
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	41.67
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	41.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	41.67
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	41.67
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	43.75
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	43.75
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	43.75
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	43.75
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	43.75
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	43.75
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	43.75
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	43.75
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	43.75
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	43.75

Annexure A32(b)
Ranking of digital transformation readiness assessment index scores – Northern Cape Urban TVET College

Northern Cape Urban TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	43.75
Digital strategy	Our institution has a formal change management strategy for digital transformation.	45.83
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	45.83
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	45.83
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	45.83
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	45.83
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	45.83
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	45.83
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	45.83
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	45.83
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	45.83
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	45.83
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	45.83
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	45.83
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	45.83
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	45.83

Annexure A32(b)
Ranking of digital transformation readiness assessment index scores – Northern Cape Urban TVET College

Northern Cape Urban TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	45.83
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	45.83
Average	**Average**	**47.89**
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	47.92
Digital strategy	The digital strategy of our institution is documented and communicated.	47.92
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	47.92
Digital strategy	The corporate strategy and the digital strategy complement each other.	47.92
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	47.92
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	47.92
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	47.92
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	47.92
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	47.92
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	47.92
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	47.92
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	47.92
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	47.92
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00

Annexure A32(b)
Ranking of digital transformation readiness assessment index scores – Northern Cape Urban TVET College

Northern Cape Urban TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	52.08
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	52.08
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	52.08
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	52.08
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	52.08
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	52.08
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	52.08
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	54.17
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	54.17

Annexure A32(b)
Ranking of digital transformation readiness assessment index scores – Northern Cape Urban TVET College

Northern Cape Urban TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	54.17
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	54.17
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	54.17
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	54.17
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	54.17
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	56.25
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	56.25
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	58.33
Digital strategy and digital implementation plans implemented	Our institution’s digital transformation strategy has only been implemented in a few selected functional areas.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	60.42
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	64.58
Organizational culture and management commitment	Continuous change is part of our institution’s culture.	66.67
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	66.67
Organizational culture and management commitment	Our institution’s executives support the implementation of the digital strategy.	66.67
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00

Annexure A33(a)
Digital transformation readiness assessment index scores – Northlink TVET College

Northlink TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	72.37
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	65.79
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	56.58
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	65.79
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	81.58
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	60.53
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	76.32
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	69.74
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	53.95
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	71.05
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	43.42
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	64.47
Digital strategy	Our institution has a formal change management strategy for digital transformation.	55.26
Digital strategy	The digital strategy of our institution is documented and communicated.	57.89
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	56.58
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	53.95
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	64.47

Annexure A33(a)
Digital transformation readiness assessment index scores – Northlink TVET College

Northlink TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	53.95
Digital strategy	The corporate strategy and the digital strategy complement each other.	55.26
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	63.16
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	60.53
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	57.89
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	46.05
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	51.32
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	51.32
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	57.89
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	56.58
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	44.74
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	55.26
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	60.53
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	55.26
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	51.32
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	53.95
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	63.16

Annexure A33(a)
Digital transformation readiness assessment index scores – Northlink TVET College

Northlink TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	55.26
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	44.74
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	61.84
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	51.32
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	53.95
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	71.05
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	48.68
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	52.63
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	60.53
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	64.47
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	64.47
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	72.37
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	68.42

Annexure A33(a)
Digital transformation readiness assessment index scores – Northlink TVET College

Northlink TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	55.26
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	48.68
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	52.63
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	52.63
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	56.58
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	40.79
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	55.26
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	52.63
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	51.32
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	53.95
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	59.21
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	48.68
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	65.79

Annexure A33(a)
Digital transformation readiness assessment index scores – Northlink TVET College

Northlink TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	56.58
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	69.74
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	67.11
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	59.21
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	61.84
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	46.05
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	47.37
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	53.95
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	56.58
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	55.26
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	53.95
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	55.26
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	60.53
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	60.53
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	56.58
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	43.42
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	43.42

Annexure A33(a)
Digital transformation readiness assessment index scores – Northlink TVET College

Northlink TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	65.79
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	38.16
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	59.21
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	57.89
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	55.26
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	63.16
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	61.84
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	64.47
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	53.95
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	55.26
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**57.54**

Annexure A33(b)
Ranking of digital transformation readiness assessment index scores – Northlink TVET College

Northlink TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	38.16
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	40.79
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	43.42
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	43.42
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	43.42
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	44.74
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	44.74
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	46.05
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	46.05
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	47.37
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	48.68
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	48.68
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	48.68
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00

Annexure A33(b)
Ranking of digital transformation readiness assessment index scores – Northlink TVET College

Northlink TVET College	Variable	Index
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	51.32
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	51.32
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	51.32
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	51.32
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	51.32
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	52.63
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	52.63
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	52.63
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	52.63
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	53.95
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	53.95
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	53.95
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	53.95
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	53.95
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	53.95

Annexure A33(b)
Ranking of digital transformation readiness assessment index scores – Northlink TVET College

Northlink TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	53.95
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	53.95
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	53.95
Digital strategy	Our institution has a formal change management strategy for digital transformation.	55.26
Digital strategy	The corporate strategy and the digital strategy complement each other.	55.26
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	55.26
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	55.26
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	55.26
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	55.26
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	55.26
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	55.26
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	55.26
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	55.26
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	55.26
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	56.58
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	56.58
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	56.58

Annexure A33(b)
Ranking of digital transformation readiness assessment index scores – Northlink TVET College

Northlink TVET College	Variable	Index
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	56.58
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	56.58
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	56.58
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	56.58
Average	**Average**	**57.54**
Digital strategy	The digital strategy of our institution is documented and communicated.	57.89
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	57.89
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	57.89
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	57.89
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	59.21
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	59.21
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	59.21
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	60.53
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	60.53
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	60.53
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	60.53
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	60.53

Annexure A33(b)
Ranking of digital transformation readiness assessment index scores – Northlink TVET College

Northlink TVET College	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	60.53
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	61.84
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	61.84
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	61.84
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	63.16
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	63.16
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	63.16
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	64.47
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	64.47
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	64.47
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	64.47
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	64.47
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	65.79
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	65.79
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	65.79

Annexure A33(b)
Ranking of digital transformation readiness assessment index scores – Northlink TVET College

Northlink TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	65.79
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	67.11
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	68.42
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	69.74
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	69.74
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	71.05
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	71.05
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	72.37
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	72.37
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	76.32
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	81.58

Annexure A34(a)
Digital transformation readiness assessment index scores – Orbit TVET College

Orbit TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	25.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	50.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	25.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	25.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	100.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	25.00
Digital strategy	The digital strategy of our institution is documented and communicated.	25.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	25.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	25.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	25.00

Annexure A34(a)
Digital transformation readiness assessment index scores – Orbit TVET College

Orbit TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	25.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	25.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00

Annexure A34(a)
Digital transformation readiness assessment index scores – Orbit TVET College

Orbit TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00

Annexure A34(a)
Digital transformation readiness assessment index scores – Orbit TVET College

Orbit TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00

Annexure A34(a)
Digital transformation readiness assessment index scores – Orbit TVET College

Orbit TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00

Annexure A34(a)
Digital transformation readiness assessment index scores – Orbit TVET College

Orbit TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**49.18**

Annexure A34(b)
Ranking of digital transformation readiness assessment index scores – Orbit TVET College

Orbit TVET College	Variable	Index
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	25.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	25.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	25.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	25.00
Digital strategy	The digital strategy of our institution is documented and communicated.	25.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	25.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	25.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	25.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	25.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	25.00
Average	**Average**	**49.18**
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00

Annexure A34(b)
Ranking of digital transformation readiness assessment index scores – Orbit TVET College

Orbit TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00

Annexure A34(b)
Ranking of digital transformation readiness assessment index scores – Orbit TVET College

Orbit TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00

Annexure A34(b)
Ranking of digital transformation readiness assessment index scores – Orbit TVET College

Orbit TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00

Annexure A34(b)
Ranking of digital transformation readiness assessment index scores – Orbit TVET College

Orbit TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00

Annexure A34(b)
Ranking of digital transformation readiness assessment index scores – Orbit TVET College

Orbit TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	100.00

Annexure A35(a)
Digital transformation readiness assessment index scores – Port Elizabeth TVET College

Port Elizabeth TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	63.89
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	66.67
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	61.11
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	45.83
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	62.50
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	65.28
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	66.67
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	52.78
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	40.28
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	62.50
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	51.39
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	56.94
Digital strategy	Our institution has a formal change management strategy for digital transformation.	43.06
Digital strategy	The digital strategy of our institution is documented and communicated.	41.67
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	43.06
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	44.44
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	52.78

Annexure A35(a)
Digital transformation readiness assessment index scores – Port Elizabeth TVET College

Port Elizabeth TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	44.44
Digital strategy	The corporate strategy and the digital strategy complement each other.	44.44
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	51.39
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	48.61
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	51.39
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	41.67
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	38.89
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	38.89
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	40.28
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	40.28
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	48.61
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	47.22
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	45.83
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	45.83
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	62.50

Annexure A35(a)
Digital transformation readiness assessment index scores – Port Elizabeth TVET College

Port Elizabeth TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	40.28
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	44.44
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	44.44
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	47.22
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	56.94
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	47.22
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	65.28
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	48.61
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	51.39
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	47.22

Annexure A35(a)
Digital transformation readiness assessment index scores – Port Elizabeth TVET College

Port Elizabeth TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	51.39
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	45.83
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	41.67
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	37.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	47.22
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	45.83
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	45.83
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	43.06
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	48.61
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	51.39
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	43.06
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	58.33
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	47.22
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	55.56
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	59.72
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	54.17
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	56.94

Annexure A35(a)
Digital transformation readiness assessment index scores – Port Elizabeth TVET College

Port Elizabeth TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	48.61
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	44.44
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	52.78
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	52.78
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	54.17
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	54.17
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	51.39
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	48.61
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	48.61
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	51.39
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	58.33
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	44.44
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	45.83
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	40.28
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	52.78

Annexure A35(a)
Digital transformation readiness assessment index scores – Port Elizabeth TVET College

Port Elizabeth TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	48.61
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	48.61
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	52.78
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	44.44
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	45.83
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	43.06
Average	**Average**	**49.73**

Annexure A35(b)
Ranking of digital transformation readiness assessment index scores – Port Elizabeth TVET College

Port Elizabeth TVET College	Variable	Index
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	37.50
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	38.89
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	38.89
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	40.28
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	40.28
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	40.28
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	40.28
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	40.28
Digital strategy	The digital strategy of our institution is documented and communicated.	41.67
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	41.67
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	41.67
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	41.67
Digital strategy	Our institution has a formal change management strategy for digital transformation.	43.06
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	43.06
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	43.06
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	43.06
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	43.06

Annexure A35(b)
Ranking of digital transformation readiness assessment index scores – Port Elizabeth TVET College

Port Elizabeth TVET College	Variable	Index
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	44.44
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	44.44
Digital strategy	The corporate strategy and the digital strategy complement each other.	44.44
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	44.44
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	44.44
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	44.44
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	44.44
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	44.44
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	45.83
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	45.83
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	45.83
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	45.83
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	45.83
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	45.83
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	45.83
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	45.83
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	47.22
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	47.22

Annexure A35(b)
Ranking of digital transformation readiness assessment index scores – Port Elizabeth TVET College

Port Elizabeth TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	47.22
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	47.22
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	47.22
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	47.22
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	48.61
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	48.61
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	48.61
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	48.61
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	48.61
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	48.61
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	48.61
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	48.61
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	48.61
Average	**Average**	**49.73**

Annexure A35(b)
Ranking of digital transformation readiness assessment index scores – Port Elizabeth TVET College

Port Elizabeth TVET College	Variable	Index
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	51.39
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	51.39
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	51.39
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	51.39
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	51.39
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	51.39
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	51.39
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	51.39
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	52.78
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	52.78
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	52.78
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	52.78

Annexure A35(b)
Ranking of digital transformation readiness assessment index scores – Port Elizabeth TVET College

Port Elizabeth TVET College	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	52.78
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	52.78
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	52.78
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	54.17
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	54.17
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	54.17
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	55.56
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	55.56
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	55.56
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	56.94
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	56.94
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	56.94
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	58.33
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	58.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	58.33
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	59.72

Annexure A35(b)
Ranking of digital transformation readiness assessment index scores – Port Elizabeth TVET College

Port Elizabeth TVET College	Variable	Index
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	61.11
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	62.50
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	62.50
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	62.50
Organizational culture and management commitment	Continuous change is part of our institution's culture.	63.89
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	65.28
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	65.28
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	66.67
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	66.67

Annexure A36(a)
Digital transformation readiness assessment index scores – Sedibeng TVET College

Sedibeng TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	85.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	90.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	90.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	95.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	100.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	65.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	80.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	90.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	90.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	15.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	100.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	45.00
Digital strategy	The digital strategy of our institution is documented and communicated.	45.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	60.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	55.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	55.00

Annexure A36(a)
Digital transformation readiness assessment index scores – Sedibeng TVET College

Sedibeng TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	55.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	70.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	55.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	65.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	65.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	70.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	60.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	40.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	40.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	55.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	40.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	45.00

Annexure A36(a)
Digital transformation readiness assessment index scores – Sedibeng TVET College

Sedibeng TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	45.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	65.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	40.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	40.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	70.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	60.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	80.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	80.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	60.00

Annexure A36(a)
Digital transformation readiness assessment index scores – Sedibeng TVET College

Sedibeng TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	60.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	45.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	65.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	40.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	45.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	45.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	55.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	65.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	60.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	70.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	60.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	65.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	70.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	60.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	60.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	75.00

Annexure A36(a)
Digital transformation readiness assessment index scores – Sedibeng TVET College

Sedibeng TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	65.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	45.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	45.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	40.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	60.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	55.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	65.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	70.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	55.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	70.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	65.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	85.00

Annexure A36(a)
Digital transformation readiness assessment index scores – Sedibeng TVET College

Sedibeng TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	55.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	55.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	45.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	65.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	65.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	65.00
Average	**Average**	**60.49**

Annexure A36(b)
Ranking of digital transformation readiness assessment index scores – Sedibeng TVET College

Sedibeng TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	15.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	40.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	40.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	40.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	40.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	40.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	40.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	40.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	45.00
Digital strategy	The digital strategy of our institution is documented and communicated.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	45.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	45.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	45.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	45.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	45.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	45.00

Annexure A36(b)
Ranking of digital transformation readiness assessment index scores – Sedibeng TVET College

Sedibeng TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	45.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	45.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	55.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	55.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	55.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	55.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	55.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	55.00

Annexure A36(b)
Ranking of digital transformation readiness assessment index scores – Sedibeng TVET College

Sedibeng TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	55.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	55.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	55.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	55.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	60.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	60.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	60.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	60.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	60.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	60.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	60.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	60.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	60.00

Annexure A36(b)
Ranking of digital transformation readiness assessment index scores – Sedibeng TVET College

Sedibeng TVET College	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	60.00
Average	**Average**	**60.49**
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	65.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	65.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	65.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	65.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	65.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	65.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	65.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	65.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	65.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	65.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	65.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	65.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	65.00

Annexure A36(b)
Ranking of digital transformation readiness assessment index scores – Sedibeng TVET College

Sedibeng TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	70.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	70.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	70.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	70.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	70.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	70.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	70.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	80.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	80.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	80.00
Organizational culture and management commitment	Continuous change is part of our institution's culture.	85.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	85.00

Annexure A36(b)
Ranking of digital transformation readiness assessment index scores – Sedibeng TVET College

Sedibeng TVET College	Variable	Index
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	90.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	90.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	90.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	90.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	95.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	100.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	100.00

Annexure A37(a)
Digital transformation readiness assessment index scores – Sekhukhune TVET College

Sekhukhune TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	58.33
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	41.67
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	66.67
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	58.33
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	66.67
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	58.33
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	41.67
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	58.33
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	66.67
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	66.67
Digital strategy	Our institution has a formal change management strategy for digital transformation.	58.33
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	41.67
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00

Annexure A37(a)
Digital transformation readiness assessment index scores – Sekhukhune TVET College

Sekhukhune TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	41.67
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	58.33
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	66.67
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	58.33
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	41.67
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	41.67

Annexure A37(a)
Digital transformation readiness assessment index scores – Sekhukhune TVET College

Sekhukhune TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	41.67
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	41.67
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	58.33
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	33.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00

Annexure A37(a)
Digital transformation readiness assessment index scores – Sekhukhune TVET College

Sekhukhune TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	41.67
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	33.33
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	58.33
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	66.67
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	58.33
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	58.33
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	41.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	58.33
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00

Annexure A37(a)
Digital transformation readiness assessment index scores – Sekhukhune TVET College

Sekhukhune TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	58.33
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	58.33
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	58.33
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	58.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	33.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	58.33
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	66.67

Annexure A37(a)
Digital transformation readiness assessment index scores – Sekhukhune TVET College

Sekhukhune TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	58.33
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	58.33
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	58.33
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	58.33
Average	**Average**	**53.99**

Annexure A37(b)
Ranking of digital transformation readiness assessment index scores – Sekhukhune TVET College

Sekhukhune TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	33.33
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	33.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	33.33
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	41.67
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	41.67
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	41.67
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	41.67
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	41.67
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	41.67
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	41.67
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	41.67
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	41.67

Annexure A37(b)
Ranking of digital transformation readiness assessment index scores – Sekhukhune TVET College

Sekhukhune TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	41.67
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00

Annexure A37(b)
Ranking of digital transformation readiness assessment index scores – Sekhukhune TVET College

Sekhukhune TVET College	Variable	Index
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Average	**Average**	**53.99**
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	58.33
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	58.33
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	58.33
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	58.33
Digital strategy	Our institution has a formal change management strategy for digital transformation.	58.33
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	58.33
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	58.33
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	58.33

Annexure A37(b)
Ranking of digital transformation readiness assessment index scores – Sekhukhune TVET College

Sekhukhune TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	58.33
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	58.33
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	58.33
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	58.33
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	58.33
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	58.33
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	58.33
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	58.33
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	58.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	58.33

Annexure A37(b)
Ranking of digital transformation readiness assessment index scores – Sekhukhune TVET College

Sekhukhune TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	58.33
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	58.33
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	58.33
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	58.33
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	58.33
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	66.67
Organizational culture and management commitment	Our institution’s executives support the implementation of the digital strategy.	66.67
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	66.67
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	66.67
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	66.67

Annexure A37(b)
Ranking of digital transformation readiness assessment index scores – Sekhukhune TVET College

Sekhukhune TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	66.67
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	66.67
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	66.67
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00

Annexure A38(a)
Digital transformation readiness assessment index scores – South Cape TVET College

South Cape TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	25.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00

Annexure A38(a)
Digital transformation readiness assessment index scores – South Cape TVET College

South Cape TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	75.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	25.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00

Annexure A38(a)
Digital transformation readiness assessment index scores – South Cape TVET College

South Cape TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	25.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00

Annexure A38(a)
Digital transformation readiness assessment index scores – South Cape TVET College

South Cape TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	75.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	25.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	25.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	25.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	25.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	25.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	25.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	25.00

Annexure A38(a)
Digital transformation readiness assessment index scores – South Cape TVET College

South Cape TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	25.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00

Annexure A38(a)
Digital transformation readiness assessment index scores – South Cape TVET College

South Cape TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**50.27**

Annexure A38(b)
Ranking of digital transformation readiness assessment index scores – South Cape TVET College

South Cape TVET College	Variable	Index
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	25.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	25.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	25.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	25.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	25.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	25.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	25.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	25.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	25.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	25.00

Annexure A38(b)
Ranking of digital transformation readiness assessment index scores – South Cape TVET College

South Cape TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	25.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	25.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00

Annexure A38(b)
Ranking of digital transformation readiness assessment index scores – South Cape TVET College

South Cape TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00

Annexure A38(b)
Ranking of digital transformation readiness assessment index scores – South Cape TVET College

South Cape TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**50.27**

Annexure A38(b)
Ranking of digital transformation readiness assessment index scores – South Cape TVET College

South Cape TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	75.00

Annexure A38(b)
Ranking of digital transformation readiness assessment index scores – South Cape TVET College

South Cape TVET College	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00

Annexure A39(a)
Digital transformation readiness assessment index scores – South West Gauteng TVET College

South West Gauteng TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	81.25
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	81.25
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	81.25
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	68.75
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	56.25
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	56.25
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	37.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	68.75
Digital strategy	Our institution has a formal change management strategy for digital transformation.	62.50
Digital strategy	The digital strategy of our institution is documented and communicated.	68.75
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	68.75
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	62.50
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	62.50
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	62.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	62.50

Annexure A39(a)
Digital transformation readiness assessment index scores – South West Gauteng TVET College

South West Gauteng TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	62.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	62.50
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	62.50
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	62.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	56.25
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	56.25
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	62.50
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	62.50
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	62.50
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	62.50
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	68.75
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	68.75

Annexure A39(a)
Digital transformation readiness assessment index scores – South West Gauteng TVET College

South West Gauteng TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	62.50
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	62.50
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	56.25
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	56.25
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	62.50
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	68.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	68.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	56.25

Annexure A39(a)
Digital transformation readiness assessment index scores – South West Gauteng TVET College

South West Gauteng TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	62.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	56.25
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	56.25
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	56.25
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	56.25
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	43.75
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	56.25
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	56.25
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	62.50
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	56.25
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	56.25
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	56.25
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	56.25
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	56.25

Annexure A39(a)
Digital transformation readiness assessment index scores – South West Gauteng TVET College

South West Gauteng TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	68.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	68.75
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	68.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	68.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	56.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	56.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	68.75
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	56.25
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	56.25
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	56.25
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	56.25

Annexure A39(a)
Digital transformation readiness assessment index scores – South West Gauteng TVET College

South West Gauteng TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	62.50
Average	**Average**	**62.09**

Annexure A39(b)
Ranking of digital transformation readiness assessment index scores – South West Gauteng TVET College

South West Gauteng TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	37.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	43.75
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	56.25
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	56.25
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	56.25
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	56.25
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	56.25
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	56.25
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	56.25
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	56.25
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	56.25
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	56.25

Annexure A39(b)
Ranking of digital transformation readiness assessment index scores – South West Gauteng TVET College

South West Gauteng TVET College	Variable	Index
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	56.25
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	56.25
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	56.25
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	56.25
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	56.25
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	56.25
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	56.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	56.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	56.25
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	56.25
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	56.25
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	56.25
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	56.25
Average	**Average**	**62.09**
Digital strategy	Our institution has a formal change management strategy for digital transformation.	62.50
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	62.50
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	62.50
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	62.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	62.50

Annexure A39(b)
Ranking of digital transformation readiness assessment index scores – South West Gauteng TVET College

South West Gauteng TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	62.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	62.50
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	62.50
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	62.50
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	62.50
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	62.50
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	62.50
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	62.50
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	62.50
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	62.50
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	62.50

Annexure A39(b)
Ranking of digital transformation readiness assessment index scores – South West Gauteng TVET College

South West Gauteng TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	62.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	62.50

Annexure A39(b)
Ranking of digital transformation readiness assessment index scores – South West Gauteng TVET College

South West Gauteng TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	62.50
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	68.75
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	68.75
Digital strategy	The digital strategy of our institution is documented and communicated.	68.75
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	68.75
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	68.75
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	68.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	68.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	68.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	68.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	68.75
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	68.75
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	68.75
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	68.75

Annexure A39(b)
Ranking of digital transformation readiness assessment index scores – South West Gauteng TVET College

South West Gauteng TVET College	Variable	Index
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
Organizational culture and management commitment	Continuous change is part of our institution's culture.	81.25
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	81.25
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	81.25

Annexure A40(a)
Digital transformation readiness assessment index scores – Taletso TVET College

Taletso TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	100.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	100.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	100.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	0.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	100.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	25.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	25.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	25.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	25.00

Annexure A40(a)
Digital transformation readiness assessment index scores – Taletso TVET College

Taletso TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	25.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	0.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	25.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	25.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	0.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	0.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	0.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	0.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	75.00

Annexure A40(a)
Digital transformation readiness assessment index scores – Taletso TVET College

Taletso TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	25.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	25.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	0.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	25.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	25.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	25.00

Annexure A40(a)
Digital transformation readiness assessment index scores – Taletso TVET College

Taletso TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	25.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	25.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	25.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	25.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	0.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	25.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	25.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	0.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	25.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	25.00

Annexure A40(a)
Digital transformation readiness assessment index scores – Taletso TVET College

Taletso TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	0.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	0.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	0.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	0.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	0.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	25.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	25.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	25.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00

Annexure A40(a)
Digital transformation readiness assessment index scores – Taletso TVET College

Taletso TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	25.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	25.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	25.00
Average	**Average**	**35.05**

Annexure A40(b)
Ranking of digital transformation readiness assessment index scores – Taletso TVET College

Taletso TVET College	Variable	Index
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	0.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	0.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	0.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	0.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	0.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	0.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	0.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	0.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	0.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	0.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	0.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	0.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	0.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	0.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	25.00
Digital strategy	The digital strategy of our institution is documented and communicated.	25.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	25.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	25.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	25.00

Annexure A40(b)
Ranking of digital transformation readiness assessment index scores – Taletso TVET College

Taletso TVET College	Variable	Index
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	25.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	25.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	25.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	25.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	25.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	25.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	25.00

Annexure A40(b)
Ranking of digital transformation readiness assessment index scores – Taletso TVET College

Taletso TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	25.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	25.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	25.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	25.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	25.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	25.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	25.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	25.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	25.00

Annexure A40(b)
Ranking of digital transformation readiness assessment index scores – Taletso TVET College

Taletso TVET College	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	25.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	25.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	25.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	25.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	25.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	25.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	25.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	25.00
Average	**Average**	**35.05**
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00

Annexure A40(b)
Ranking of digital transformation readiness assessment index scores – Taletso TVET College

Taletso TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00

Annexure A40(b)
Ranking of digital transformation readiness assessment index scores – Taletso TVET College

Taletso TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	75.00
Organizational culture and management commitment	Continuous change is part of our institution's culture.	100.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	100.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	100.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	100.00

Annexure A41(a)
Digital transformation readiness assessment index scores – Thekwini TVET College

Thekwini TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	81.25
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	43.75
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	37.50
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	43.75
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	81.25
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	68.75
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	43.75
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	81.25
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	87.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	62.50
Digital strategy	Our institution has a formal change management strategy for digital transformation.	62.50
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	43.75
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	56.25
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	56.25

Annexure A41(a)
Digital transformation readiness assessment index scores – Thekwini TVET College

Thekwini TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	62.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	37.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	37.50
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	56.25
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	43.75
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	43.75
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	37.50
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	37.50

Annexure A41(a)
Digital transformation readiness assessment index scores – Thekwini TVET College

Thekwini TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	31.25
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	56.25
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	31.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	62.50

Annexure A41(a)
Digital transformation readiness assessment index scores – Thekwini TVET College

Thekwini TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	37.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	43.75
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	62.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	56.25
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	56.25
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	43.75
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	56.25
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	56.25
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	56.25
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	56.25
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	56.25
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	56.25
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	37.50

Annexure A41(a)
Digital transformation readiness assessment index scores – Thekwini TVET College

Thekwini TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	56.25
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	56.25
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	43.75
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	31.25
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	37.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	43.75
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	43.75
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	43.75
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	43.75

Annexure A41(a)
Digital transformation readiness assessment index scores – Thekwini TVET College

Thekwini TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**51.97**

Annexure A41(b)
Ranking of digital transformation readiness assessment index scores – Thekwini TVET College

Thekwini TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	25.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	31.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	31.25
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	31.25
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	37.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	37.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	37.50
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	37.50
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	37.50
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	37.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	37.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	37.50
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	43.75
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	43.75
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	43.75
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	43.75
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	43.75

Annexure A41(b)
Ranking of digital transformation readiness assessment index scores – Thekwini TVET College

Thekwini TVET College	Variable	Index
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	43.75
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	43.75
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	43.75
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	43.75
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	43.75
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	43.75
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	43.75
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	43.75
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	43.75
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	43.75
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00

Annexure A41(b)
Ranking of digital transformation readiness assessment index scores – Thekwini TVET College

Thekwini TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00

Annexure A41(b)
Ranking of digital transformation readiness assessment index scores – Thekwini TVET College

Thekwini TVET College	Variable	Index
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**51.97**
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	56.25
Digital strategy	The corporate strategy and the digital strategy complement each other.	56.25
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	56.25
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	56.25
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	56.25
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	56.25
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	56.25
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	56.25
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	56.25
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	56.25
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	56.25
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	56.25

Annexure A41(b)
Ranking of digital transformation readiness assessment index scores – Thekwini TVET College

Thekwini TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	56.25
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	56.25
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	56.25
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	62.50
Digital strategy	Our institution has a formal change management strategy for digital transformation.	62.50
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	62.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	62.50
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	62.50
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	68.75

Annexure A41(b)
Ranking of digital transformation readiness assessment index scores – Thekwini TVET College

Thekwini TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	81.25
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	81.25
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	81.25
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	87.50

Annexure A42(a)
Digital transformation readiness assessment index scores – Tshwane North TVET College

Tshwane North TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	55.56
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	48.61
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	51.39
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	51.39
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	54.17
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	43.06
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	56.94
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	52.78
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	43.06
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	55.56
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	47.22
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	58.33
Digital strategy	Our institution has a formal change management strategy for digital transformation.	40.28
Digital strategy	The digital strategy of our institution is documented and communicated.	38.89
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	44.44
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	40.28
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	47.22

Annexure A42(a)
Digital transformation readiness assessment index scores – Tshwane North TVET College

Tshwane North TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	40.28
Digital strategy	The corporate strategy and the digital strategy complement each other.	40.28
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	55.56
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	48.61
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	41.67
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	38.89
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	38.89
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	43.06
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	40.28
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	38.89
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	40.28
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	40.28
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	43.06
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	45.83

Annexure A42(a)
Digital transformation readiness assessment index scores – Tshwane North TVET College

Tshwane North TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	44.44
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	41.67
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	44.44
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	44.44
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	38.89
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	40.28
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	47.22
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	51.39
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	38.89
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	51.39
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	51.39
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	40.28
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	47.22
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	45.83
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	44.44
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	43.06

Annexure A42(a)
Digital transformation readiness assessment index scores – Tshwane North TVET College

Tshwane North TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	36.11
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	40.28
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	41.67
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	40.28
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	44.44
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	43.06
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	45.83
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	48.61
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	40.28
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	41.67
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	37.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	48.61
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	48.61
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	44.44
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	54.17
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	48.61

Annexure A42(a)
Digital transformation readiness assessment index scores – Tshwane North TVET College

Tshwane North TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	47.22
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	41.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	41.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	45.83
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	44.44
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	45.83
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	45.83
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	47.22
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	43.06
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	51.39
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	43.06
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	40.28
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	54.17
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	41.67
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	45.83
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	45.83

Annexure A42(a)
Digital transformation readiness assessment index scores – Tshwane North TVET College

Tshwane North TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	51.39
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	51.39
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	51.39
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	44.44
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	43.06
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	38.89
Average	**Average**	**45.25**

Annexure A42(b)
Ranking of digital transformation readiness assessment index scores – Tshwane North TVET College

Tshwane North TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	36.11
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	37.50
Digital strategy	The digital strategy of our institution is documented and communicated.	38.89
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	38.89
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	38.89
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	38.89
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	38.89
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	38.89
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	38.89
Digital strategy	Our institution has a formal change management strategy for digital transformation.	40.28
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	40.28
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	40.28
Digital strategy	The corporate strategy and the digital strategy complement each other.	40.28
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	40.28
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	40.28
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	40.28
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	40.28

Annexure A42(b)
Ranking of digital transformation readiness assessment index scores – Tshwane North TVET College

Tshwane North TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	40.28
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	40.28
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	40.28
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	40.28
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	40.28
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	41.67
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	41.67
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	41.67
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	41.67
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	41.67
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	41.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	41.67
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	41.67
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	43.06
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	43.06
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	43.06

Annexure A42(b)
Ranking of digital transformation readiness assessment index scores – Tshwane North TVET College

Tshwane North TVET College	Variable	Index
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	43.06
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	43.06
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	43.06
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	43.06
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	43.06
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	43.06
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	44.44
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	44.44
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	44.44
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	44.44
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	44.44
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	44.44
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	44.44
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	44.44
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	44.44
Average	**Average**	**45.25**
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	45.83
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	45.83

Annexure A42(b)
Ranking of digital transformation readiness assessment index scores – Tshwane North TVET College

Tshwane North TVET College	Variable	Index
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	45.83
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	45.83
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	45.83
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	45.83
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	45.83
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	45.83
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	47.22
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	47.22
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	47.22
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	47.22
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	47.22
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	47.22
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	48.61
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	48.61
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	48.61
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	48.61
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	48.61
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	48.61

Annexure A42(b)
Ranking of digital transformation readiness assessment index scores – Tshwane North TVET College

Tshwane North TVET College	Variable	Index
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	51.39
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	51.39
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	51.39
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	51.39
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	51.39
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	51.39
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	51.39
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	51.39
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	51.39
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	52.78
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	54.17

Annexure A42(b)
Ranking of digital transformation readiness assessment index scores – Tshwane North TVET College

Tshwane North TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	54.17
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	54.17
Organizational culture and management commitment	Continuous change is part of our institution's culture.	55.56
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	55.56
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	55.56
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	56.94
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	58.33

Annexure A43(a)
Digital transformation readiness assessment index scores – Tshwane South TVET College

Tshwane South TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	87.50
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	87.50
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	83.33
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	87.50
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	83.33
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	95.83
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	79.17
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	91.67
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	83.33
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	79.17
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	79.17
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	37.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	66.67
Digital strategy	Our institution has a formal change management strategy for digital transformation.	83.33
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	66.67
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	66.67
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	70.83
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	66.67
Digital strategy	The corporate strategy and the digital strategy complement each other.	75.00

Annexure A43(a)
Digital transformation readiness assessment index scores – Tshwane South TVET College

Tshwane South TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	79.17
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	66.67
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	62.50
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	66.67
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	66.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	70.83
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	66.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	58.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	66.67
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	75.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	70.83
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	58.33
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	70.83

Annexure A43(a)
Digital transformation readiness assessment index scores – Tshwane South TVET College

Tshwane South TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	66.67
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	66.67
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	62.50
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	70.83
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	70.83
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	79.17
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	83.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	66.67

Annexure A43(a)
Digital transformation readiness assessment index scores – Tshwane South TVET College

Tshwane South TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	58.33
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	70.83
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	58.33
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	66.67
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	54.17
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	58.33
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	62.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	54.17
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	54.17
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	70.83
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	70.83
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	66.67
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	70.83
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	70.83

Annexure A43(a)
Digital transformation readiness assessment index scores – Tshwane South TVET College

Tshwane South TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	70.83
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	66.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	66.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	62.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	66.67
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	70.83
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	70.83

Annexure A43(a)
Digital transformation readiness assessment index scores – Tshwane South TVET College

Tshwane South TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	58.33
Average	**Average**	**69.70**

Annexure A43(b)
Ranking of digital transformation readiness assessment index scores – Tshwane South TVET College

Tshwane South TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	37.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	54.17
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	54.17
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	54.17
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	58.33
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	58.33
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	58.33
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	58.33
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	58.33
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	62.50
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	62.50
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	62.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	62.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	62.50

Annexure A43(b)
Ranking of digital transformation readiness assessment index scores – Tshwane South TVET College

Tshwane South TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	62.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	66.67
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	66.67
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	66.67
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	66.67
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	66.67
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	66.67
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	66.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	66.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	66.67
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	66.67
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	66.67

Annexure A43(b)
Ranking of digital transformation readiness assessment index scores – Tshwane South TVET College

Tshwane South TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	66.67
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	66.67
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	66.67
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	66.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	66.67
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	66.67
Average	**Average**	**69.70**
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	70.83
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	70.83
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	70.83
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	70.83
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	70.83

Annexure A43(b)
Ranking of digital transformation readiness assessment index scores – Tshwane South TVET College

Tshwane South TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	70.83
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	70.83
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	70.83
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	70.83
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	70.83
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	70.83
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	70.83
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	70.83
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	70.83
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00

Annexure A43(b)
Ranking of digital transformation readiness assessment index scores – Tshwane South TVET College

Tshwane South TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	79.17
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	79.17
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	79.17
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	79.17
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	79.17
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	83.33
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	83.33
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	83.33
Digital strategy	Our institution has a formal change management strategy for digital transformation.	83.33

Annexure A43(b)
Ranking of digital transformation readiness assessment index scores – Tshwane South TVET College

Tshwane South TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	83.33
Organizational culture and management commitment	Continuous change is part of our institution's culture.	87.50
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	87.50
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	87.50
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	91.67
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	95.83

Annexure A44(a)
Digital transformation readiness assessment index scores – Umfolozi TVET College

Umfolozi TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	66.67
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	83.33
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	91.67
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	83.33
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	91.67
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	66.67
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	41.67
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	66.67
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	33.33
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	58.33

Annexure A44(a)
Digital transformation readiness assessment index scores – Umfolozi TVET College

Umfolozi TVET College	Variable	Index
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	33.33
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	58.33
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	33.33
Digital strategy	The corporate strategy and the digital strategy complement each other.	33.33
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	33.33
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	33.33
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	33.33
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	33.33
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	41.67
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	66.67
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	41.67

Annexure A44(a)
Digital transformation readiness assessment index scores – Umfolozi TVET College

Umfolozi TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	66.67
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	41.67
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	33.33
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	58.33
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	41.67
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	66.67
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	33.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	33.33

Annexure A44(a)
Digital transformation readiness assessment index scores – Umfolozi TVET College

Umfolozi TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	33.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	41.67
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	66.67
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	41.67
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	33.33
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	58.33
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	41.67
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	41.67
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	58.33
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	33.33
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	66.67
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	41.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	66.67
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	58.33

Annexure A44(a)
Digital transformation readiness assessment index scores – Umfolozi TVET College

Umfolozi TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	41.67
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	33.33
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	41.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	41.67
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	41.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	33.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	41.67
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	33.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	33.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	33.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00

Annexure A44(a)
Digital transformation readiness assessment index scores – Umfolozi TVET College

Umfolozi TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	58.33
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	66.67
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	66.67
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	41.67
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	33.33
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	33.33
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	33.33
Average	**Average**	**51.45**

Annexure A44(b)
Ranking of digital transformation readiness assessment index scores – Umfolozi TVET College

Umfolozi TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	33.33
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	33.33
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	33.33
Digital strategy	The corporate strategy and the digital strategy complement each other.	33.33
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	33.33
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	33.33
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	33.33
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	33.33
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	33.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	33.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	33.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	33.33
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	33.33
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	33.33
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	33.33
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	33.33
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	33.33
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	33.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	33.33

Annexure A44(b)
Ranking of digital transformation readiness assessment index scores – Umfolozi TVET College

Umfolozi TVET College	Variable	Index
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	33.33
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	33.33
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	33.33
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	41.67
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	41.67
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	41.67
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	41.67
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	41.67
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	41.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	41.67
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	41.67
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	41.67
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	41.67
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	41.67

Annexure A44(b)
Ranking of digital transformation readiness assessment index scores – Umfolozi TVET College

Umfolozi TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	41.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	41.67
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	41.67
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	41.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	41.67
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	41.67
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Average	**Average**	**51.45**

Annexure A44(b)
Ranking of digital transformation readiness assessment index scores – Umfolozi TVET College

Umfolozi TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	58.33
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	58.33
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	58.33
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	58.33
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	58.33
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	58.33
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	58.33
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	58.33
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	58.33
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	58.33
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	66.67
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	66.67
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	66.67
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	66.67
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	66.67

Annexure A44(b)
Ranking of digital transformation readiness assessment index scores – Umfolozi TVET College

Umfolozi TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	66.67
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	66.67
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	66.67
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	66.67
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	66.67
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	66.67
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	66.67
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	66.67
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00

Annexure A44(b)
Ranking of digital transformation readiness assessment index scores – Umfolozi TVET College

Umfolozi TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	83.33
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	83.33
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	91.67
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	91.67

Annexure A45(a)
Digital transformation readiness assessment index scores – Umgungundlovu TVET College

Umgungundlovu TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	100.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	100.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	75.00

Annexure A45(a)
Digital transformation readiness assessment index scores – Umgungundlovu TVET College

Umgungundlovu TVET College	Variable	Index
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	75.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	75.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	75.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	75.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	100.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	75.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	75.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	100.00

Annexure A45(a)
Digital transformation readiness assessment index scores – Umgungundlovu TVET College

Umgungundlovu TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	75.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	75.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	75.00

Annexure A45(a)
Digital transformation readiness assessment index scores – Umgungundlovu TVET College

Umgungundlovu TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	75.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	25.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	25.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	25.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	0.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	25.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	0.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	25.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00

Annexure A45(a)
Digital transformation readiness assessment index scores – Umgungundlovu TVET College

Umgungundlovu TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00

Annexure A45(a)
Digital transformation readiness assessment index scores – Umgungundlovu TVET College

Umgungundlovu TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**61.14**

Annexure A45(b)
Ranking of digital transformation readiness assessment index scores – Umgungundlovu TVET College

Umgungundlovu TVET College	Variable	Index
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	0.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	0.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	25.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	25.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	25.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	25.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	25.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	25.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00

Annexure A45(a)
Ranking of digital transformation readiness assessment index scores – Umgungundlovu TVET College

Umgungundlovu TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution’s digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00

Annexure A45(a)
Ranking of digital transformation readiness assessment index scores – Umgungundlovu TVET College

Umgungundlovu TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**61.14**
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00

Annexure A45(a)
Ranking of digital transformation readiness assessment index scores – Umgungundlovu TVET College

Umgungundlovu TVET College	Variable	Index
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	75.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	75.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	75.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	75.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	75.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	75.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	75.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	75.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	75.00

Annexure A45(a)
Ranking of digital transformation readiness assessment index scores – Umgungundlovu TVET College

Umgungundlovu TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	75.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	75.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	75.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	75.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	75.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	75.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	75.00

Annexure A45(a)
Ranking of digital transformation readiness assessment index scores – Umgungundlovu TVET College

Umgungundlovu TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	100.00
Organizational culture and management commitment	Our institution’s executives support the implementation of the digital strategy.	100.00
Planning	The institution’s strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	100.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	100.00

Annexure A46(a)
Digital transformation readiness assessment index scores – Vhembe TVET College

Vhembe TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00

Annexure A46(a)
Digital transformation readiness assessment index scores – Vhembe TVET College

Vhembe TVET College	Variable	Index
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00

Annexure A46(a)
Digital transformation readiness assessment index scores – Vhembe TVET College

Vhembe TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00

Annexure A46(a)
Digital transformation readiness assessment index scores – Vhembe TVET College

Vhembe TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00

Annexure A46(a)
Digital transformation readiness assessment index scores – Vhembe TVET College

Vhembe TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00

Annexure A46(a)
Digital transformation readiness assessment index scores – Vhembe TVET College

Vhembe TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**53.80**

Annexure A46(b)
Ranking of digital transformation readiness assessment index scores – Vhembe TVET College

Vhembe TVET College	Variable	Index
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00

Annexure A46(b)
Ranking of digital transformation readiness assessment index scores – Vhembe TVET College

Vhembe TVET College	Variable	Index
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00

Annexure A46(b)
Ranking of digital transformation readiness assessment index scores – Vhembe TVET College

Vhembe TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00

Annexure A46(b)
Ranking of digital transformation readiness assessment index scores – Vhembe TVET College

Vhembe TVET College	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00

Annexure A46(b)
Ranking of digital transformation readiness assessment index scores – Vhembe TVET College

Vhembe TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**53.80**
Organizational culture and management commitment	Continuous change is part of our institution’s culture.	75.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00

Annexure A46(b)
Ranking of digital transformation readiness assessment index scores – Vhembe TVET College

Vhembe TVET College	Variable	Index
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	75.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	75.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	75.00

Annexure A47(a)
Digital transformation readiness assessment index scores – Vuselela TVET College

Vuselela TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	40.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	35.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	55.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	45.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	45.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	35.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	35.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	35.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	55.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	65.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	35.00
Digital strategy	The digital strategy of our institution is documented and communicated.	35.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	30.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	30.00

Annexure A47(a)
Digital transformation readiness assessment index scores – Vuselela TVET College

Vuselela TVET College	Variable	Index
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	45.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	40.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	55.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	55.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	55.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	45.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	40.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	40.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	35.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	35.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	35.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	35.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	35.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	55.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	35.00

Annexure A47(a)
Digital transformation readiness assessment index scores – Vuselela TVET College

Vuselela TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	30.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	40.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	45.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	40.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	30.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	40.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	60.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	35.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	25.00

Annexure A47(a)
Digital transformation readiness assessment index scores – Vuselela TVET College

Vuselela TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	35.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	30.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	20.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	40.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	30.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	45.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	35.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	35.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	45.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	40.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	40.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	35.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	45.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	40.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	45.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	35.00

Annexure A47(a)
Digital transformation readiness assessment index scores – Vuselela TVET College

Vuselela TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	35.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	35.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	35.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	45.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	35.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	40.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	30.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	30.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	40.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	55.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	45.00

Annexure A47(a)
Digital transformation readiness assessment index scores – Vuselela TVET College

Vuselela TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	60.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	55.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	55.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	35.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	40.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	35.00
Average	**Average**	**42.01**

Annexure A47(b)
Ranking of digital transformation readiness assessment index scores – Vuselela TVET College

Vuselela TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	20.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	25.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	25.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	30.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	30.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	30.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	30.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	30.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	30.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	30.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	30.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	35.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	35.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	35.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	35.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	35.00
Digital strategy	The digital strategy of our institution is documented and communicated.	35.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	35.00

Annexure A47(b)
Ranking of digital transformation readiness assessment index scores – Vuselela TVET College

Vuselela TVET College	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	35.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	35.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	35.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	35.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	35.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	35.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	35.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	35.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	35.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	35.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	35.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	35.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	35.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	35.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	35.00

Annexure A47(b)
Ranking of digital transformation readiness assessment index scores – Vuselela TVET College

Vuselela TVET College	Variable	Index
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	35.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	35.00
Organizational culture and management commitment	Continuous change is part of our institution's culture.	40.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	40.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	40.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	40.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	40.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	40.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	40.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	40.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	40.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	40.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	40.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	40.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	40.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	40.00
Average	**Average**	**42.01**

Annexure A47(b)
Ranking of digital transformation readiness assessment index scores – Vuselela TVET College

Vuselela TVET College	Variable	Index
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	45.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	45.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	45.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	45.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	45.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	45.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	45.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	45.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	45.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	45.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	45.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	45.00

Annexure A47(b)
Ranking of digital transformation readiness assessment index scores – Vuselela TVET College

Vuselela TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	45.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	50.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	55.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	55.00

Annexure A47(b)
Ranking of digital transformation readiness assessment index scores – Vuselela TVET College

Vuselela TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	55.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	55.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	55.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	55.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	55.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	55.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	60.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	60.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	60.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	65.00

Annexure A48(a)
Digital transformation readiness assessment index scores – Waterberg TVET College

Waterberg TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	50.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	50.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	50.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	50.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	50.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00

Annexure A48(a)
Digital transformation readiness assessment index scores – Waterberg TVET College

Waterberg TVET College	Variable	Index
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00

Annexure A48(a)
Digital transformation readiness assessment index scores – Waterberg TVET College

Waterberg TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00

Annexure A48(a)
Digital transformation readiness assessment index scores – Waterberg TVET College

Waterberg TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00

Annexure A48(a)
Digital transformation readiness assessment index scores – Waterberg TVET College

Waterberg TVET College	Variable	Index
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00

Annexure A48(a)
Digital transformation readiness assessment index scores – Waterberg TVET College

Waterberg TVET College	Variable	Index
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**50.00**

Annexure A48(b)
Ranking of digital transformation readiness assessment index scores – Waterberg TVET College

Waterberg TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	50.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	50.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	50.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	50.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	50.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	50.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	50.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	50.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	50.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	50.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	50.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	50.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00

Annexure A48(b)
Ranking of digital transformation readiness assessment index scores – Waterberg TVET College

Waterberg TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	50.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	50.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	50.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	50.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	50.00

Annexure A48(b)
Ranking of digital transformation readiness assessment index scores – Waterberg TVET College

Waterberg TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	50.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00

Annexure A48(b)
Ranking of digital transformation readiness assessment index scores – Waterberg TVET College

Waterberg TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	50.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	50.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	50.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	50.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00

Annexure A48(b)
Ranking of digital transformation readiness assessment index scores – Waterberg TVET College

Waterberg TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	50.00

Annexure A48(b)
Ranking of digital transformation readiness assessment index scores – Waterberg TVET College

Waterberg TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	50.00
Average	**Average**	**50.00**

Annexure A49(a)
Digital transformation readiness assessment index scores – West Coast TVET College

West Coast TVET College	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	87.50
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	62.50
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	87.50
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	87.50
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	87.50
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	62.50
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	62.50
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	62.50
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	75.00

Annexure A49(a)
Digital transformation readiness assessment index scores – West Coast TVET College

West Coast TVET College	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	62.50
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	62.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	37.50
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	62.50
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	62.50
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	62.50

Annexure A49(a)
Digital transformation readiness assessment index scores – West Coast TVET College

West Coast TVET College	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	62.50
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	75.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	37.50
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00

Annexure A49(a)
Digital transformation readiness assessment index scores – West Coast TVET College

West Coast TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	37.50
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	37.50
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	62.50
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	37.50
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	75.00

Annexure A49(a)
Digital transformation readiness assessment index scores – West Coast TVET College

West Coast TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	75.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00

Annexure A49(a)
Digital transformation readiness assessment index scores – West Coast TVET College

West Coast TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	62.50
Average	**Average**	**61.41**

Annexure A49(b)
Ranking of digital transformation readiness assessment index scores – West Coast TVET College

West Coast TVET College	Variable	Index
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	25.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	25.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	37.50
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	37.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	37.50
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	37.50
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	37.50
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	37.50
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	37.50
Digital strategy	Our institution has a formal change management strategy for digital transformation.	50.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	50.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	50.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	50.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	50.00

Annexure A49(b)
Ranking of digital transformation readiness assessment index scores – West Coast TVET College

West Coast TVET College	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	50.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	50.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	50.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	50.00
Average	**Average**	**61.41**
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	62.50
Digital strategy	The digital strategy of our institution is documented and communicated.	62.50
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	62.50

Annexure A49(b)
Ranking of digital transformation readiness assessment index scores – West Coast TVET College

West Coast TVET College	Variable	Index
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	62.50
Digital strategy	The corporate strategy and the digital strategy complement each other.	62.50
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	62.50
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	62.50
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	62.50
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	62.50
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	62.50
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	62.50
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	62.50
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	62.50
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	62.50
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	62.50
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	62.50
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	62.50
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	62.50

Annexure A49(b)
Ranking of digital transformation readiness assessment index scores – West Coast TVET College

West Coast TVET College	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	62.50
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	62.50
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	62.50
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	62.50
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	62.50
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	75.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	75.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	75.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	75.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	75.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	75.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	75.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	75.00

Annexure A49(b)
Ranking of digital transformation readiness assessment index scores – West Coast TVET College

West Coast TVET College	Variable	Index
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	75.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	75.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	75.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	75.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	75.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	75.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	75.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	75.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	75.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	75.00

Annexure A49(b)
Ranking of digital transformation readiness assessment index scores – West Coast TVET College

West Coast TVET College	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	75.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	75.00
Organizational culture and management commitment	Continuous change is part of our institution's culture.	87.50
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	87.50
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	87.50
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	87.50

Annexure A50(a)
Digital transformation readiness assessment index scores – Western TVET College (Westcol)

Western TVET College (Westcol)	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	55.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	55.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	60.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	65.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	65.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	65.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	70.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	55.00
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	40.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	55.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	55.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	60.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	65.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00

Annexure A50(a)
Digital transformation readiness assessment index scores – Western TVET College (Westcol)

Western TVET College (Westcol)	Variable	Index
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	55.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	45.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	45.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	45.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	55.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	45.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	40.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	40.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	40.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	40.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	40.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	40.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	40.00
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	65.00

Annexure A50(a)
Digital transformation readiness assessment index scores – Western TVET College (Westcol)

Western TVET College (Westcol)	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	55.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	60.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	55.00
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	65.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	55.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	70.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	70.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	70.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00

Annexure A50(a)
Digital transformation readiness assessment index scores – Western TVET College (Westcol)

Western TVET College (Westcol)	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	55.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	55.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	45.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	55.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	55.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	55.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	40.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	40.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	45.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	55.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	55.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	45.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	40.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	70.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	55.00

Annexure A50(a)
Digital transformation readiness assessment index scores – Western TVET College (Westcol)

Western TVET College (Westcol)	Variable	Index
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	55.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	40.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	55.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	55.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	55.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	55.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	55.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	55.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	55.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	45.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	55.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	55.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	45.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00

Annexure A50(a)
Digital transformation readiness assessment index scores – Western TVET College (Westcol)

Western TVET College (Westcol)	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	55.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	55.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	55.00
Average	**Average**	**52.83**

Annexure A50(b)
Ranking of digital transformation readiness assessment index scores – Western TVET College (Westcol)

Western TVET College (Westcol)	Variable	Index
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	40.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	40.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	40.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	40.00
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	40.00
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	40.00
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	40.00
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	40.00
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	40.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	40.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	40.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	40.00
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	45.00
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	45.00
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	45.00
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	45.00

Annexure A50(b)
Ranking of digital transformation readiness assessment index scores – Western TVET College (Westcol)

Western TVET College (Westcol)	Variable	Index
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	45.00
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	45.00
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	45.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	45.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	45.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	45.00
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	50.00
Digital strategy	The digital strategy of our institution is documented and communicated.	50.00
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	50.00
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	50.00
Digital strategy	The corporate strategy and the digital strategy complement each other.	50.00
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	50.00
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	50.00
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	50.00
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.00
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	50.00

Annexure A50(b)
Ranking of digital transformation readiness assessment index scores – Western TVET College (Westcol)

Western TVET College (Westcol)	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	50.00
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	50.00
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	50.00
Average	**Average**	**52.83**
Organizational culture and management commitment	Continuous change is part of our institution's culture.	55.00
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	55.00
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	55.00
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	55.00
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	55.00
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	55.00
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	55.00
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	55.00
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	55.00
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	55.00

Annexure A50(b)
Ranking of digital transformation readiness assessment index scores – Western TVET College (Westcol)

Western TVET College (Westcol)	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	55.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	55.00
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	55.00
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	55.00
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	55.00
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	55.00
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	55.00
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	55.00
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	55.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	55.00
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	55.00
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	55.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	55.00

Annexure A50(b)
Ranking of digital transformation readiness assessment index scores – Western TVET College (Westcol)

Western TVET College (Westcol)	Variable	Index
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	55.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	55.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	55.00
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	55.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	55.00
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	55.00
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	55.00
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	55.00
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	55.00
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	60.00
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	60.00
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	60.00
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	65.00
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	65.00
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	65.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	65.00
Digital strategy and digital implementation plans implemented	Our institution’s digital transformation strategy has only been implemented in a few selected functional areas.	65.00

Annexure A50(b)
Ranking of digital transformation readiness assessment index scores – Western TVET College (Westcol)

Western TVET College (Westcol)	Variable	Index
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	65.00
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	65.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	65.00
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	70.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	70.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	70.00
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	70.00
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	70.00

Annexure A51(a)
Ranking of digital transformation readiness assessment index scores – TVET Colleges South Africa

TVET Colleges South Africa	Variable	Index
Organizational culture and management commitment	Continuous change is part of our institution's culture.	69.29
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	66.61
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	60.27
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	59.38
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	64.64
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	70.80
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	56.16
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	70.18
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.41
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	52.41
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	64.64
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	47.77
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	66.25
Digital strategy	Our institution has a formal change management strategy for digital transformation.	55.09
Digital strategy	The digital strategy of our institution is documented and communicated.	53.66
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	54.20
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	52.23
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	58.12

Annexure A51(a)
Ranking of digital transformation readiness assessment index scores – TVET Colleges South Africa

TVET Colleges South Africa	Variable	Index
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.89
Digital strategy	The corporate strategy and the digital strategy complement each other.	52.41
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	60.63
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	55.18
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	53.66
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	52.23
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	51.79
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	51.16
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	51.52
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.71
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	46.34
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	51.07
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	53.84
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	52.05
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	52.14
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	52.05

Annexure A51(a)
Ranking of digital transformation readiness assessment index scores – TVET Colleges South Africa

TVET Colleges South Africa	Variable	Index
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	55.71
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	53.30
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	46.43
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	53.21
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	48.30
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	52.77
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	58.84
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	51.96
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	51.07
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	58.66
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	59.20
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	64.73
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	56.07
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	62.68
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	59.55
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.36

Annexure A51(a)
Ranking of digital transformation readiness assessment index scores – TVET Colleges South Africa

TVET Colleges South Africa	Variable	Index
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	49.55
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.98
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	52.95
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	48.39
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	52.32
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	43.75
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	53.13
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.98
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.54
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.36
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	49.11
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	51.70
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	46.70
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	59.38
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	53.39
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	57.41

Annexure A51(a)
Ranking of digital transformation readiness assessment index scores – TVET Colleges South Africa

TVET Colleges South Africa	Variable	Index
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	57.41
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	55.27
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	56.25
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	49.02
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.63
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	53.30
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	52.59
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	54.37
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	55.36
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	55.00
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	57.41
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	54.82
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	55.54
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	49.20
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	49.37
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	58.13

Annexure A51(a)
Ranking of digital transformation readiness assessment index scores – TVET Colleges South Africa

TVET Colleges South Africa	Variable	Index
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	49.46
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	55.09
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	52.50
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	57.86
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	56.70
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	56.16
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	55.89
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	52.77
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	49.73
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	49.11
Average	**Average**	**54.61**

Annexure A51(a)
Ranking of digital transformation readiness assessment index scores – TVET Colleges South Africa

TVET Colleges South Africa	Variable	Index
Digital competence among staff and students in place	Digital Competence is factored in performance appraisals of staff.	43.75
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan identifies opportunities, incentives and rewards for staff who actively engage in the process of building digital capacity and digital modernisation of learning environments.	46.34
Digital strategy and digital implementation plans implemented	There are sufficient resources (time, people, budget) available to implement the digital transformation strategy within our institution.	46.43
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is being assessed regularly and knowledge gaps are being identified.	46.70
ICT infrastructure	Little access to ICT in my institution prevents me from using it in teaching and learning.	47.77
Digital strategy and digital implementation plans implemented	Our institution has implemented enterprise-wide digital workplace concepts.	48.30
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, we use tools for digital modelling, automation and control of business processes.	48.39
Processes, procedures and policies are in place to contribute to digital readiness	Digital and physical teaching processes are fully integrated in our institution.	49.02
Digital competence among staff and students in place	Lecturers are generally proficient in using digital technologies as part of their teaching.	49.11
Digital teaching and learning spaces available to contribute to digital readiness	The design (or customisation) of virtual learning spaces adequately reflects the intended digital pedagogic paradigm and affords a staff/student experience that complements and is consistent with that experienced in face-to-face settings.	49.11
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution, there is a sufficient number of experts on digital (and especially digital teaching) core issues.	49.20
Availability of digital teaching expertise in the institution contribute to digital readiness	Within our institution a number of staff with expertise in digital core topics have been appointed in recent years.	49.37
Availability of digital teaching expertise in the institution contribute to digital readiness	The institution has in place the necessary expertise and processes to ensure the effective identification, selection and institution-wide deployment of a range of digital learning technologies appropriate to its scale and needs.	49.46
Digital teaching and learning products, tools and technologies contribute to digital readiness	Periodic review of curricula is undertaken at the institution level with the aim of integrating and effectively using digital learning technologies to support learning and teaching.	49.55

Annexure A51(a)
Ranking of digital transformation readiness assessment index scores – TVET Colleges South Africa

TVET Colleges South Africa	Variable	Index
Digital teaching and learning spaces available to contribute to digital readiness	Physical learning spaces in the institution have been designed/re-arranged and furnished to harness and optimise the affordances of digital learning technologies, giving access to a wide range of relevant digital tools, content and services in learning settings that can be flexibly configured.	49.73
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital learning technologies are utilised to diversify summative assessment practices (assessment of learning).	50.36
Digital competence among staff and students in place	Lecturers are given more time to learn and be comfortable with the use of digital technologies in teaching.	50.36
Digital competence among staff and students in place	There is enough training and professional development provided for lecturers about the use of digital technologies in teaching.	50.54
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place to ensure that stakeholders are well-informed about intellectual property and copyright rules when sourcing, using, re-mixing or creating digital content.	50.63
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan affords internal stakeholders a degree of autonomy in the implementation of digital learning technologies.	50.71
Digital strategy	The key metrics for the digital strategy are fully integrated into institutional performance metrics.	50.89
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution has in place a range of digital learning technologies, tools, applications, content and services and takes appropriate steps to ensure that these can be accessed by staff and students any-place/anytime (e.g., in both formal and informal settings and/or including one-to-one deployment).	50.98
Digital competence among staff and students in place	Students' digital competence is routinely encouraged, developed and assessed in diverse learning settings and across the curriculum	50.98
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is aligned with broader priorities, including equal opportunities (also for women) and widening participation in order to mitigate social disadvantage and reduce the risk of inadequately addressing the needs of people from previously disadvantaged groups.	51.07
Digital teaching and learning products, tools and technologies contribute to digital readiness	Our institution's digital teaching products and services are embedded in our institution's business interfaces and business processes.	51.07
Digital transformation implementation plan formulated	The institution has a well-defined and realistic digital transformation implementation plan, with clear priorities and measurable targets for the effective institution-wide deployment of digital learning technologies.	51.16
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan is contextualised and builds on enablers/facilitators of digital learning technology integration, while addressing possible barriers.	51.52
Digital competence among staff and students in place	The proficiency of lecturers in using digital technologies as part of their teaching is continuously being approved upon.	51.70
Planning	Procurement planning takes account of general as well as specialist requirements (e.g., discipline-specific or professional software, or specialist/high-end workstations) and makes appropriate provision for strengthening digital transformation.	51.79
Digital strategy and digital implementation plans implemented	A process is in place to externally benchmark the institution's digital capacity, with respect to similar institutions, regionally, nationally or internationally.	51.96

Annexure A51(a)
Ranking of digital transformation readiness assessment index scores – TVET Colleges South Africa

TVET Colleges South Africa	Variable	Index
Digital transformation implementation plan formulated	The institution's management's responsibility has been clearly assigned for delivery and monitoring of the digital transformation implementation plan.	52.05
Digital transformation implementation plan formulated	Appropriate processes are in place for the evaluation of specific initiatives or pilots that might be undertaken by the institution as part of its digital transformation implementation plan.	52.05
Digital transformation implementation plan formulated	Staffing and budgetary resources required to underpin the digital transformation implementation plan are clearly identified, and are optimised in the context of institutional budgets and staffing plans.	52.14
Digital strategy	Our institution's digital strategy is being continuously evaluated and adapted.	52.23
Planning	Technical and user support provides students and staff with seamless access to the digital technologies, content and services they require.	52.23
Digital competence among staff and students in place	The digital competence of lecturers is promoted, benchmarked and assessed	52.32
ICT infrastructure	The ICT facilities in my institution are well-functioning and can be used for digital teaching and learning purposes.	52.41
Digital strategy	The corporate strategy and the digital strategy complement each other.	52.41
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has in place an explicit digital teaching communication strategy, which identifies and uses appropriate communication channels/systems for different purposes and target groups.	52.50
Processes, procedures and policies are in place to contribute to digital readiness	The use of digital technologies, content, platforms and services by staff and students is regulated by the ne or other Acceptable Usage Policy formally adopted by the institution and clearly communicated to all users.	52.59
Digital strategy and digital implementation plans implemented	The institution has given strategic consideration to the implementation of learning analytics, intended to optimise individual and group learning outcomes and institutional performance.	52.77
Digital teaching and learning spaces available to contribute to digital readiness	The institution ensures that due attention is paid to the design and organisation of learning spaces so that their utility is aligned with intended digital teaching and learning activities.	52.77
Digital teaching and learning products, tools and technologies contribute to digital readiness	Within our institution, further education opportunities regarding digital core topics are available to staff.	52.95
Digital competence among staff and students in place	Within our institution, further education opportunities regarding digital core topics are available to teaching staff.	53.13
Digital strategy and digital implementation plans implemented	Within our institution, comprehensive measures to strengthen the digital literacy development of staff have been implemented.	53.21
Digital strategy and digital implementation plans implemented	Our institution has implemented a digital transformation strategy.	53.30
Processes, procedures and policies are in place to contribute to digital readiness	The institution has policies and procedures in place in respect of licences for content (e.g., e-books, journals), software, apps, platforms and other educational resources sourced from commercial publishers/providers.	53.30
Digital pedagogy is in place to contribute to digital readiness	The institution has processes in place to identify, design and develop (or procure) professional development programmes that address various facets of digital learning technologies and digital pedagogy.	53.39
Digital strategy	The digital strategy of our institution is documented and communicated.	53.66

Annexure A51(a)
Ranking of digital transformation readiness assessment index scores – TVET Colleges South Africa

TVET Colleges South Africa	Variable	Index
Planning	The institution utilises learning analytics for collection, analysis and reporting of data about students and learning contexts for digital teaching planning purposes.	53.66
Digital transformation implementation plan formulated	The institution's digital transformation implementation plan includes not only provision for the use of digital learning technologies to modernise existing educational provision but also to offer new opportunities for formal, non-formal and informal learning.	53.84
Digital strategy	The digital strategy of our institution has a significant influence on existing business and operating models.	54.20
Processes, procedures and policies are in place to contribute to digital readiness	The institution has appropriate policies, procedures and safeguards in place to ensure the protection of individual privacy, confidentiality and the safe use of digital learning technologies and data.	54.37
Average	**Average**	**54.61**
Value to be added and the positive impact of digital teaching contribute to digital readiness	The impetus of our digital strategy is leading to innovations in operations.	54.82
Value to be added and the positive impact of digital teaching contribute to digital readiness	There is a direct added value created by the progressive digitization of products and services of our institution (e.g., cost reductions, increased productivity, better customer experience, customer differentiation)	55.00
Digital strategy	Our institution has a formal change management strategy for digital transformation.	55.09
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution's communication strategies are underpinned by a dynamic digital presence characterised by open communication processes and sharing of experiences.	55.09
Planning	The institution's digital strategy plan is evidence–based and is informed by ongoing research on the educational use of digital technologies.	55.18
Digital teaching and learning content is in place to contribute to digital readiness	The institution expects, facilitates and encourages the use of suitable, high-quality and customised digital content that is accessible from everywhere, to meet staff and student needs wherever and whenever teaching and learning takes place.	55.27
Value to be added and the positive impact of digital teaching contribute to digital readiness	Our institution's digital teaching products and services have a positive impact on customer/learner experience.	55.36
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digitization has a positive impact on the decision-making agility of our institution.	55.54
Digital strategy and digital implementation plans implemented	Our institution's digital transformation strategy has only been implemented in a few selected functional areas.	55.71
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is able to use digital technologies to engage in collaboration with other educators, sharing and exchanging knowledge and experience and collaboratively innovating digital pedagogic practices.	55.89
Digital teaching and learning products, tools and technologies contribute to digital readiness	Teaching and learning is redesigned to incorporate digital technologies.	56.07
Organizational culture and management commitment	In day-to-day business, employees and executives exchange information about the digital transformation of our institution.	56.16

Annexure A51(a)
Ranking of digital transformation readiness assessment index scores – TVET Colleges South Africa

TVET Colleges South Africa	Variable	Index
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution encourages and supports staff and students to actively take part in partnerships with external organisations, facilitated and sustained as appropriate through the use of digital tools and platforms	56.16
Digital teaching and learning content is in place to contribute to digital readiness	The institution encourages and supports staff and students to be creators as well as consumers of subject-specific and cross-curricular digital content, for use in both formal and informal curriculum areas.	56.25
Knowledge exchange and partnerships with respect to digital modes of teaching and learning contributing to digital readiness	The institution is committed to collaboration and digital teaching knowledge exchange through partnerships with other learning institutions, private and public sector institutions (including those in the technology/digital media sectors) and the wider community.	56.70
Digital pedagogy is in place to contribute to digital readiness	Lecturers are given the freedom to design their own digital teaching pedagogies.	57.41
Digital pedagogy is in place to contribute to digital readiness	Lecturers are allowed to individually reflect on, critically assess and actively develop their own digital pedagogical practices.	57.41
Value to be added and the positive impact of digital teaching contribute to digital readiness	Digital products and services have a large impact on the overall performance of our institution.	57.41
Availability of a digital communication strategy in the institution contribute to digital readiness	The institution has a dynamic digital presence (websites, social networks), which is updated regularly and used by all stakeholders as a hub to support and open up online collaboration, sharing, communication and learning.	57.86
Digital strategy	The digital strategy of our institution has an influence on the task and role profiles of management.	58.12
Availability of digital teaching expertise in the institution contribute to digital readiness	Engagement and collaboration with the external knowledge ecosystem and its stakeholders can open up new relationships and generate a valuable digital teaching resource in terms of opportunities for developing expertise and institution-wide digital learning experiences.	58.13
Digital teaching and learning products, tools and technologies contribute to digital readiness	Digital technologies are the mainspring for the further development of teaching products and services.	58.66
Digital strategy and digital implementation plans implemented	Our institution implements digital devices and resources into the teaching process, so as to enhance the effectiveness of instructional practices.	58.84
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution empowers and expects staff and students to adopt and adapt effective and innovative pedagogical practices made possible by the use of digital learning technologies and to use these practices in diverse learning settings.	59.20
Organizational culture and management commitment	The institution offers the necessary tools, infrastructure and support systems to develop a culture of connected teaching and learning that extends beyond the institutional walls and promotes the kind of anytime, anywhere learning necessary for digital learning environments to thrive.	59.38
Digital pedagogy is in place to contribute to digital readiness	The institution has a commitment to staff professional development in relation to the integration and effective use of digital pedagogy.	59.38
Digital teaching and learning products, tools and technologies contribute to digital readiness	As learning is a social process, the institution encourages and expects collaboration and group work, supported in many cases by digital tools and platforms.	59.55

Annexure A51(a)
Ranking of digital transformation readiness assessment index scores – TVET Colleges South Africa

TVET Colleges South Africa	Variable	Index
Organizational culture and management commitment	The institution is committed to developing and providing whole courses or programmes fully online.	60.27
Planning	The institution's strategic/planning processes and documentation include a vision and mission that clearly articulates the potential of digital learning technologies to modernise educational practices.	60.63
Organizational culture and management commitment	Factors that foster effective learning including the integration and institution-wide use of digital learning technologies are clearly embedded in statements of the mission, vision and strategy of our institution.	62.41
Digital teaching and learning products, tools and technologies contribute to digital readiness	The institution supports and anticipates the use of digital learning technologies to increase opportunities for personalised learning.	62.68
Organizational culture and management commitment	The institution actively promotes and expects staff engagement with networks, portals and professional/discipline-based communities of practice that promotes excellence, quality and accessibility of educational content and knowledge about the deployment of digital learning technologies in different contexts.	64.64
ICT infrastructure	In my institution technical support is being provided if lecturers are faced with difficulties.	64.64
Digital teaching and learning products, tools and technologies contribute to digital readiness	It is expected that staff will experiment with the creative and innovative use of digital technologies to make improvements to learning and teaching.	64.73
ICT infrastructure	There are computer labs in my institution to which I can bring students for digital teaching and learning purposes.	66.25
Organizational culture and management commitment	The institution aims to establish a culture where staff (and including students as appropriate) are considered as partners in change and are encouraged and incentivised to take measured risks and to explore new approaches to teaching and learning.	66.61
Organizational culture and management commitment	Continuous change is part of our institution's culture.	69.29
Organizational culture and management commitment	Our institution's executives support the implementation of the digital strategy.	70.18
Organizational culture and management commitment	Top management strongly supports the use of digital teaching technologies.	70.80

ANNEXURE B

LIST OF ACCREDITED SOUTH AFRICAN PUBLIC TVET COLLEGES AND PARTICIPATORY TVET COLLEGES

Annexure B (continued)
List of accredited South Africa public TVET colleges and participatory TVET colleges

Province	TVET College	Campus
Eastern Cape	**Buffalo City TVET College campus**	East London Campus
		John Knox Bokwe Campus
		King Street Campus
		St Marks Campus
Eastern Cape	**Eastcape Midlands TVET College campus**	Brickfields Road Campus
		Charles Goodyear Campus
		Graaff-Reinet Campus
		Grahamstown Campus
		Heath Park Campus
		High Street Campus
		Park Avenue Campus
		Thanduxolo Campus
Eastern Cape	Ikhala TVET College campus	Aliwal North Campus
		Ezibeleni Campus
		Queen Nonesi Campus
		Queenstown Campus
		Sterkspruit Campus
Eastern Cape	Ingwe TVET College campus	Maluti Campus
		Mount Fletcher campus
		Mount Frere Campus
		Ngqunggushe Campus
		Siteto Campus
Eastern Cape	**King Hintsa TVET College campus**	Centane Campus
		Dutywa Campus
		H.B. Tsengwa campus
		Msobomvu Campus
		Teko Campus
Eastern Cape	King Sabata Dalindyebo TVET College campus	Libobe Campus
		Mapuzi Campus
		Mngazi Campus
		Mthatha Campus
		Ngcobo Campus
		Ntabozuko Campus
		Zimbane Campus
Eastern Cape	Lovedale TVET College campus	Alice Campus
		King Campus
		Zwelitsha Campus
Eastern Cape	**Port Elizabeth TVET College campus**	Dower Campus
		Kemsley Park
		Russell Road Campus
		Struandale Campus/ Iqhayiya Campus
		Victoria Site

Central Office staff
Campus staff

Annexure B (continued)
List of accredited South Africa public TVET colleges and participatory TVET colleges

Province	TVET College	Campus
Free State	**Flavius Mareka TVET College campus**	Kroonstad Campus
		Mphohadi Campus
		Sasolburg Campus
Free State	**Goldfields TVET College campus**	Meloding Satellite Campus
		Skills and Innovation Centre / Skills Academy
		Tosa Campus
		Welkom Campus
Free State	**Maluti TVET College campus**	Bethlehem Campus
		Bonamelo Campus
		Harrismith Campus
		Itemoheleng Campus
		Kwetlisong Campus
		Lere La Tshepe Campus
		Main Campus
		Sefikeng Campus
Free State	**Motheo TVET College campus**	Bloemfontein Campus
		Botshabelo Satellite Campus
		Hillside view Campus
		Koffiefontein Satellite Campus
		Plot 32 Bloemspruit
		Thaba `Nchu Campus
		Zastron Satellite Campus
Gauteng	Ekurhuleni East TVET College campus	Artisan & skills Development Centre
		Benoni Campus
		Brakpan Campus
		Daveyton Campus
		Kwa-Thema Campus
		Springs Campus
Gauteng	**Ekurhuleni West TVET College campus**	Alberton Campus
		Boksburg Campus
		Germiston Campus
		Kathorus Campus
		Kempton Campus
		Tembisa Campus

Central Office staff
Campus staff

Annexure B (continued)
List of accredited South Africa public TVET colleges and participatory TVET colleges

Province	TVET College	Campus
Gauteng	Johannesburg TVET College campus	Alexandra Campus
		Crown Mines Campus
		Ellis Park Campus
		Langlaagte Campus
		Parktown (Main Campus)
		Riverlea Campus
		Smit Street Campus
		Troyeville Campus
Gauteng	**Sedibeng TVET College campus**	Heidelberg Campus
		Sebokeng Campus
		Vanderbijlpark Campus
		Vereeniging Campus
Gauteng	South West Gauteng TVET College campus	Dobsonville Campus
		GeorgeTabor Campus
		Molapo Campus
		Roodepoort Campus
		Roodepoort West Campus
		Technisa Campus
Gauteng	**Tshwane North TVET College campus**	Mamelodi Campus
		Pretoria Campus
		Rosslyn Campus
		Soshanguve North Campus
		Soshanguve South Campus
		Temba Campus
Gauteng	Tshwane South TVET College campus	Atteridgeville Campus
		Centurion Campus
		Early Childhood Development
		Odi Campus
		Pretoria West Campus
Gauteng	Western TVET College (Westcol) campus	Carletonville Campus
		Krugersdorp Campus
		Krugersdorp-West Campus
		Randfontein Campus
		Westonaria Campus
KwaZulu-Natal	**Coastal TVET College campus**	Appelsbosch Campus
		As-salaam Satellite Campus
		Durban Campus
		Swinton Campus
		Ubuhle Bogu Campus
		UMbumbulu Campus
		UMlazi-BB Campus
		UMlazi-V Campus

Central Office staff
Campus staff

Annexure B (continued)
List of accredited South Africa public TVET colleges and participatory TVET colleges

Province	TVET College	Campus
KwaZulu-Natal	Elangeni TVET College campus	Inanda Campus
		KwaDabeka Campus
		KwaMashu Campus
		Mpumalanga Campus
		Ndwedwe Campus
		Ntuzuma Campus
		Pinetown Campus
		Qadi Campus
KwaZulu-Natal	**Esayidi TVET College campus**	Clydesdale Campus
		Enyenyezi Campus
		Gamalake Campus
		Kokstad Campus
		Port Shepstone Campus
		Umzimkulu Campus
KwaZulu-Natal	**Majuba TVET College campus**	Centre for People Development
		Dundee Technology Center
		IT and Business Campus
		Majuba Technology Centre
		Newcastle Technology Center
		Newcastle Training Center
		Occupational Programmes Unit
		Open Learning Unit
KwaZulu-Natal	Mnambithi TVET College campus	Estcourt Campus
		Ezakheni [A] Campus
		Ezakheni [B] Campus
		Ezakheni [E] Campus
		Ladysmith Campus [B]
		Ladysmith Campus A
KwaZulu-Natal	Mthashana TVET College campus	Babanango Skills Centre
		Emandleni Campus
		Kwa-Gqikazi Campus
		Maputa Campus
		Nongoma Campus
		Nquthu Campus
		Vryheid Business Campus
		Vryheid Engineering Campus
KwaZulu-Natal	**Thekwini TVET College campus**	Asherville campus
		Cato Manor Campus
		Centec Campus
		Melbourne Campus
		Springfield Campus
		Umbilo Campus

Central Office staff
Campus staff

Annexure B (continued)
List of accredited South Africa public TVET colleges and participatory TVET colleges

Province	TVET College	Campus
KwaZulu-Natal	**Umfolozi TVET College campus**	Chief Albert Luthuli Campus
		Eshowe Campus
		Esikhawini Campus
		Isithebe Campus
		Mandeni Campus
		Nkandla Campus
		Richtek Campus
		Sundumbili
KwaZulu-Natal	Umgungundlovu TVET College campus	Edendale Campus
		Hlanganani Campus
		Midlands Campus
		Msinga Campus
		Msunduzi Campus
		Muden Campus
		Northdale Campus
		Plessislaer Campus
		Richmond Campus
		White Mountain Campus
Limpopo	Capricorn TVET College campus	Polokwane Campus
		Ramokgopa Campus
		Senwabarwana Campus
		Seshego Campus
Limpopo	Lephalale TVET College campus	Lephalale Main Campus
		Modimolle Campus
Limpopo	**Letaba TVET College campus**	Giyani Campus
		Maake Campus
		Tzaneen Campus
Limpopo	Mopani South East TVET College campus	Mosate Hotel School
		Phalaborwa Campus
		Sir Val Duncan Campus
Limpopo	Sekhukhune TVET College campus	Apel Campus
		CN Phatudi Campus
		CS Barlow Campus
Limpopo	**Vhembe TVET College campus**	Makhado Satellite
		Makwarela Campus
		Mashamba Campus
		Mavhoi Campus
		Musina Campus
		Shingwedzi Campus
		Thengwe Campus
		Tshisimani Campus

Central Office staff
Campus staff

Annexure B (continued)
List of accredited South Africa public TVET colleges and participatory TVET colleges

Province	TVET College	Campus
Limpopo	**Waterberg TVET College campus**	Business Studies Center
		Engineering And Skills Training Centre
		Engineering and Skills Training Centre
		Hostel School
		IT And Computer Science Center
		Rooywal Farm
		Thabazimbi Campus
Mpumalanga	Ehlanzeni TVET College campus	Barberton Campus
		KaNyamazane Campus
		Mapulaneng Campus
		Mashishing Campus
		Mbombela Campus
		Mlumati Campus
		Mthimba Campus
Mpumalanga	**Gert Sibande TVET College campus**	Balfour Campus
		Ermelo Campus
		Evander Campus
		Perdekop Campus
		Sibanesetfu Campus
		Standerton Campus
Mpumalanga	**Nkangala TVET College campus**	CN Mahlangu Campus
		Extended Learning Unit
		Middelburg Campus
		Mpondozankomo Campus
		Waterval Boven Campus
		Witbank Campus
North West	**Orbit TVET College campus**	Brits Campus
		Mankwe Campus
		Rustenburg Campus
North West	Taletso TVET College campus	Lichtenburg Campus
		Lehurutshe Campus
		Mafikeng Campus
North West	Vuselela TVET College campus	Jouberton Campus
		Klerksdorp Campus
		Matlosana Campus
		Potchefstroom Campus
		Taung Campus
Northern Cape	**Northern Cape Rural TVET College campus**	De Aar Campus
		Kathu Campus
		Kuruman Campus
		Namaqualand Campus
		Upington Campus

Central Office staff
Campus staff

Annexure B (continued)
List of accredited South Africa public TVET colleges and participatory TVET colleges

Province	TVET College	Campus
Northern Cape	**Northern Cape Urban TVET College campus**	City Campus
		Moremogolo Campus
		Phatsimang Campus
Western Cape	**Boland TVET College campus**	Caledon Campus
		Paarl Campus
		Stellenbosch
		Strand Campus
		Worcester Campus
Western Cape	**College of Cape Town campus**	Athlone Campus
		City Campus
		Crawford Campus
		Gardens Campus
		Gugulethu Campus
		Pinelands Campus
		Thornton Campus
		Wynberg Campus
Western Cape	**False Bay TVET College campus**	Distance Learning Campus
		Fish Hoek Campus
		Khayelitsha Campus
		Mitchell's Plain Campus
		Muizenberg Campus
		Swartklip Campus
		Westlake Campus
Western Cape	**Northlink TVET College campus**	Belhar Campus
		Bellville Campus
		Goodwood Campus
		Parow Campus
		Protea Campus
		Tygerberg Campus
		Wingfield Campus
Western Cape	South Cape TVET College campus	Beaufort West Campus
		Bitou Campus
		George Campus
		Hessequa Campus
		Mossel Bay Campus
		Oudtshoorn Campus
Western Cape	**West Coast TVET College campus**	Atlantis Campus
		Citrusdal Campus
		Malmesbury Campus
		Vredenburg Campus
		Vredendal Campus

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