

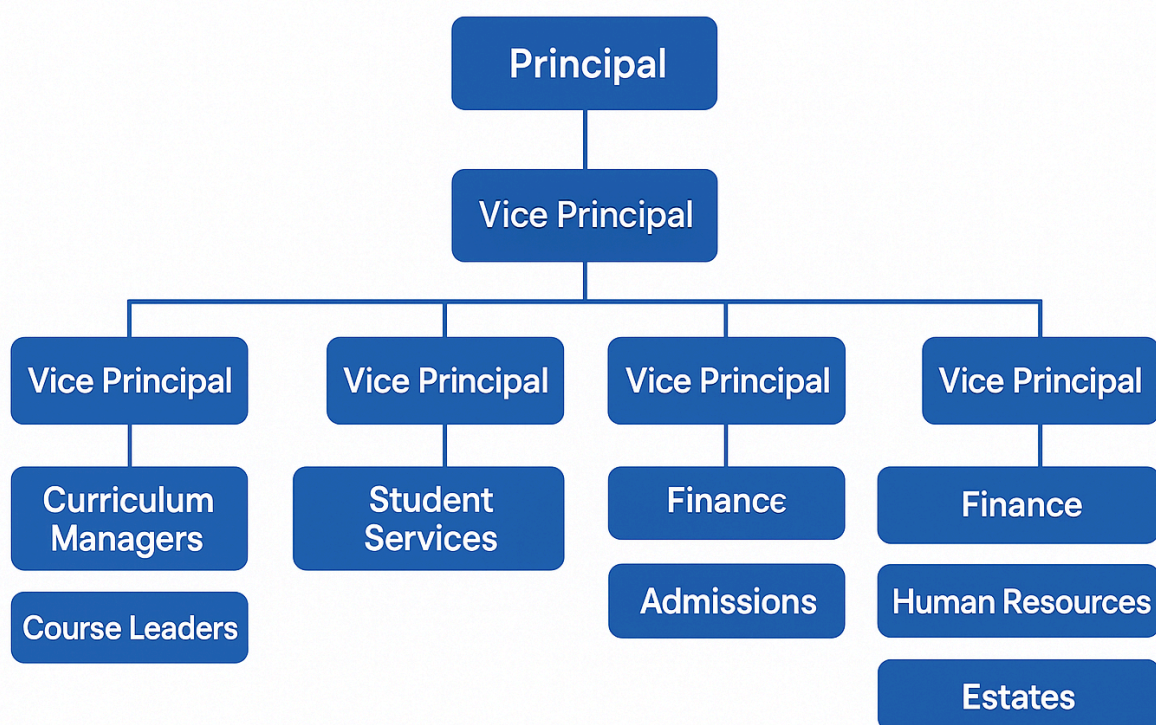
2 Structure: Organisational Design and Charts for Delivery

In this topic, you will understand organisational structure types used in TVET (functional, matrix, divisional), how structures enable communication, accountability and programme delivery, and how to read and produce organisational charts aligned to institutional goals and curricula. Practical guidance will help you to choose structures that support teaching, work-based learning and stakeholder partnerships.

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2.1 What organisational structure means for TVET institutions

Organisational structure is the invisible architecture that shapes how a TVET institution works each day. It determines who does what, how information flows, and where authority for decisions sits. For practitioners responsible for delivering programmes, organising workplace learning or managing partnerships, structure is not an abstract HR diagram: it is the engine that enables consistent teaching quality, timely learner support and legally compliant delivery. When structure is well designed, it reduces confusion, speeds up problem-solving and makes improvement easier to sustain; when it is weak or unclear, even small operational issues can cascade into missed accreditation requirements, poor employer relationships and frustrated staff.



Understanding organisational structure in a TVET setting

Organisational structure is a formal description of roles, reporting lines and coordination mechanisms that make institutional activities possible. In a TVET context, this includes academic departments, programme teams, work-placement coordinators, employer liaison roles and administrative services such as finance, quality assurance and student support. Structure answers the practical questions every staff member needs: who authorises curriculum changes, who signs off learner assessments, and who arranges employer visits. Defining these relationships in writing creates predictability: trainers and managers know where to go for resources, and partners know who represents the institution.

Structure also codifies how work is coordinated across different kinds of tasks. Some tasks require tight, hierarchical control (for example, compliance with national assessment standards), while others benefit from cross-functional collaboration (for example, integrating employer input into a new competency module). A clear structure makes explicit which tasks demand central oversight and which can be delegated, allowing institutions to balance standardisation with local responsiveness.

Why structure matters for programme delivery and quality

The way an institution is organised directly affects its ability to design, deliver and maintain high-quality programmes. Clear reporting lines ensure curriculum development follows agreed processes, that assessment standards are consistently applied, and that remedial measures are implemented when learners struggle. For instance, if a trainer identifies recurring gaps in student competencies but there is no defined pathway to escalate this information to curriculum developers, the problem will persist and learner outcomes will suffer.

Equally important is the structure's influence on resource allocation. Programme delivery needs classrooms, workshops, equipment and workplace placements; structure defines who controls budgets and how priorities are set. A college where budget decisions are centralised but programme teams have no formal input may find that equipment procurement does not match teaching needs. Conversely, a structure that empowers programme managers to request targeted funding can produce quicker improvements in learning environments.

How structure shapes roles, responsibilities and decision-making

A well-designed structure clarifies job boundaries and decision authority, reducing overlap and preventing tasks from being neglected. When roles are explicit, performance management becomes easier because expectations and measurable criteria exist for each post. For example, a TVET trainer's role description should identify not only teaching responsibilities but also assessment duties, workplace liaison tasks and continuing professional development expectations. This prevents "hidden" responsibilities from accumulating informally on certain staff.

Decision-making procedures are part of the structure: who approves new courses, who signs contracts with employers, and who handles learner complaints. Structures that define delegation levels and escalation routes speed decisions and provide auditable trails for accountability. In contrast, ambiguous authority leads to bottlenecks—multiple staff waiting for a single manager's approval—or to ad hoc local decisions that create inconsistency across the institution.

Structure and stakeholder relationships: employers, regulators and communities

TVET institutions do not operate in isolation; they depend on employers for work placements, on regulators for accreditation and on communities for learner recruitment. Structure determines the institution's face and voice to these stakeholders. A dedicated employer liaison unit that reports to senior leadership signals commitment and makes partnership building systematic, increasing the likelihood of meaningful apprenticeship placements and curriculum co-design. On the other hand, if employer contacts are informal and fragmented across trainers, the institution sends mixed messages about capacity and reliability.

Regulatory engagement also benefits from clear structural arrangements. Accrediting bodies expect evidence of governance, quality assurance and secure assessment procedures; these elements must map to named roles and responsible units. Community relationships—such as outreach to rural industries or local government—are strengthened when there are designated roles with authority to negotiate and follow through on commitments.



Structural element	How it affects stakeholders	Practical example
Named liaison roles	Consistent, professional point of contact for employers and regulators	Employer liaison officer arranges workplace assessments and signs MOUs
Centralised quality unit	Single source of truth for accreditation and assessment standards	Quality unit maintains assessment records, audit trails and training of assessors
Decentralised programme teams	Closer alignment with local employer needs and faster curriculum updates	Campus-level teams adapt modules for regional industry specialisms

Structure as a shield (or source) of compliance risk

Institutional compliance — with accreditation standards, occupational health and safety, data protection and labour law — depends on clear responsibilities and documented procedures. A gap in structure, such as the absence of a designated person responsible for safeguarding or maintaining assessment security, increases the risk of breaches that can result in sanctions or loss of certification. For example, if workplace learning is organised informally by individual trainers without formal agreements, the institution may fail to meet regulatory requirements for learner supervision and insurance coverage.

Conversely, a structure that embeds compliance into routine roles and establishes checkpoints reduces risk. Compliance responsibilities should be explicit, with clear reporting lines for incidents, scheduled routine audits, and named officers responsible for corrective actions. These arrangements create an auditable chain that protects learners, staff and the institution's reputation.

Practical steps for reviewing structure in your institution

Before changing structure, gather simple evidence about current problems: delayed decisions, duplicated roles, inconsistent assessment standards, or weak employer engagement. Map existing roles and the main workflows for curriculum change, assessment, work placement and complaints. Engage a small cross-section of staff and key employers in this mapping exercise to ensure practical realities are captured.

- Review who currently makes and records decisions for the most common operational tasks; identify bottlenecks and gaps.
- Map stakeholders to specific roles—who talks to employers, who handles audits, who arranges placements—and note where responsibilities overlap or are missing.
- Pilot a small redesign (e.g. a named employer liaison role) and measure the impact on placement rates and partner satisfaction over one term.

A deliberate, evidence-led approach makes structural change manageable: small, targeted adjustments often deliver significant improvements in delivery quality and compliance without wholesale reorganisations. When TVET leaders treat structure as a dynamic tool rather than a static chart, institutions become better placed to respond to employer needs, protect learners and continuously improve learning outcomes.

Key Points: Organisational structure sets clear roles, reporting lines and coordination mechanisms that enable consistent TVET delivery, timely learner support and legal compliance; well-designed structures balance central oversight (for assessment and quality) with decentralised programme teams (for employer responsiveness); and practical review steps—map decisions, name liaison and compliance roles, pilot small changes—reduce bottlenecks, strengthen employer and regulator relationships, and lower compliance risk.

2.2 Common organisational models used in TVET: functional, matrix, divisional

Organisational design shapes how work is done, who decides what, and how learners experience training. For TVET practitioners, the choice of model directly influences curriculum delivery, employer partnerships, assessment quality, and staff morale. The functional model groups staff by specialism, giving clear supervision and deep technical expertise but risking silos. The matrix model adds programme-focused reporting to strengthen employer alignment and project delivery, demanding strong coordination and conflict resolution. The divisional model creates semi-autonomous programme or campus units that boost responsiveness at scale but need central oversight to maintain consistent standards. When planning change, you should map workflows and employer relationships, pilot hybrid adaptations (for example, a functional core with programme teams in a matrix for apprenticeships), and set clear governance rules so that reporting lines, budget authority, and performance measures are understood and reviewed as the curriculum, partners, and funding evolve.

Functional model: clarity through specialisation

The functional model organises the institution by specialised units such as academic departments, learner services, finance and estates. In this arrangement, people are grouped by the type of work they do: trainers in the Engineering Department report to the Head of Engineering; finance staff report to the Finance Manager. This structure makes roles and lines of authority straightforward, which simplifies supervision, budgeting and career paths for staff who develop deep technical expertise.

Functional structures are particularly advantageous where the curriculum is stable and staff require substantial technical depth. For example, a small-town technical college offering a tight set of certificates in carpentry, electrical work and plumbing benefits from departmental silos because each trainer can focus on developing up-to-date trade skills and assessment materials. The downside can be limited cross-department collaboration, slower response to new employer demands and potential duplication of administrative tasks across departments.

Matrix model: combining function and programme through dual reporting

The matrix model overlays programme-focused teams on top of traditional functional departments so that staff have two chains of accountability: a functional line manager and a programme or project manager. Dual reporting means a trainer may take direction about professional development, performance appraisal and appraisal standards from their department head while receiving day-to-day guidance about teaching schedules, employer placements and curriculum adaptation from a programme manager.

In practice, dual reporting works best when responsibilities are carefully defined and conflict-resolution mechanisms exist. For instance, in a city technical institute delivering an employer-led apprenticeship programme, a welding trainer will follow the Welding Department's clinical standards but coordinate with the Apprenticeship Programme Manager for workplace assessments and industry liaison. Clear role descriptions, regular coordination meetings and a documented allocation of decision rights (who approves budgets, who sets learning objectives) prevent confusion. The matrix model supports flexibility and strong employer alignment but requires good communication systems and distributed leadership skills.

Divisional model: programme-centred autonomy for scale and diversity

A divisional model organises the institution around major programmes, sectors or geographic units, each operating like a semi-autonomous business unit with its own management, budget and support functions. Divisions might be "Engineering & Manufacturing," "Hospitality & Tourism," or "Northern Campus." Each division handles curriculum, employer engagement and local quality assurance tailored to its learners and partners.

This model is effective in large or geographically dispersed TVET systems where programmes differ significantly in resource needs or stakeholder groups. For example, a national college that runs maritime training, agriculture campuses and urban ICT

hubs can give each division autonomy to develop industry-standard workshops, employer-led placements and distinct CPD for trainers. The strength of divisional design lies in its responsiveness and accountability at the programme level. However, its risks include potential inconsistency in standards across divisions and duplication of administrative services unless central oversight is maintained.

Comparing the three models

The table below summarises the main features, strengths and typical contexts for each model to help you weigh options when redesigning structures.

Model	Description	Strengths	Typical TVET use case
Functional	Groups staff by specialised functions or disciplines (e.g. Departments)	Clear supervision, deep technical expertise, economies in training	Small-to-medium colleges with stable curriculum
Matrix	Dual lines of reporting combining functional and programme managers	Flexibility, strong employer alignment, supports projects and apprenticeships	Institutes with multiple employer partnerships or project-based delivery
Divisional	Organises around programmes, sectors or campuses with semi-autonomy	Programme responsiveness, local accountability, tailored services	Large multi-campus systems or diverse programme portfolios

Choosing a model: key factors to consider

Selecting a structure should follow an assessment of practical variables that directly affect delivery. Before changing structure, evaluate scale (how many learners and sites you serve), curriculum mix (single-discipline versus multi-sector offerings), employer links (number and complexity of industry partnerships), available management capacity and regulatory requirements. Consider how decisions will flow from senior leaders to trainers, how budget control will be exercised, and how quality assurance will be implemented across units.

- **Scale:** larger institutions often need divisional autonomy or matrix complexity; small providers benefit from functional simplicity.
- **Curriculum mix:** diverse, resource-intensive programmes favour divisions; uniform course portfolios suit functional departments.
- **Employer links:** high employer engagement and workplace learning favour matrix arrangements that coordinate industry-facing activities.

Hybrid adaptations: pragmatic solutions used by TVET providers

Many TVET providers blend elements of these models to respond to constraints and opportunities. A common hybrid is a functional core (shared services such as HR, finance and central accreditation) combined with programme teams that operate in a matrix for employer engagement and apprenticeships. Another adaptation is the hub-and-spoke model: a central campus maintains specialised facilities and quality systems while satellite campuses focus on locally relevant delivery coordinated by a small regional team. Some providers adopt a divisional model for large sectors while retaining functional committees (e.g. pedagogy, assessment) that set cross-cutting standards.

These hybrids solve specific problems: they reduce administrative duplication, keep specialist expertise concentrated, and create clear mechanisms for employer liaison without requiring full decentralisation. However, hybrids demand explicit governance rules: who arbitrates when a programme manager and a department head disagree, how resources are pooled and how performance is measured across different units.

Practical guidance for change

When redesigning structure, start with a small diagnostic: map current workflows, critical employer relationships and pain points in communication or decision-making. Pilot a hybrid team for a single programme or campus before wider rollout, and build simple charters that specify reporting lines, budget authority and performance measures. Regularly review the structure in light of evolving curriculum, partner expectations and funding changes; organisational design should be treated as a tool for continuous improvement rather than a once-only decision.

Choosing the right organisational model is a strategic act that aligns institutional capacity with the realities of programme delivery. By matching structure to scale, curriculum complexity and employer engagement—and by using pragmatic hybrids where necessary—TVET leaders can create clearer accountability, stronger industry links and better outcomes for learners.

 **Key Points:** TVET organisational models shape delivery, employer links and quality: functional structures give clear supervision and deep technical expertise but risk silos; matrix models add programme-focused reporting for stronger employer alignment and project flexibility but need defined roles and conflict resolution; divisional models grant programme or campus autonomy for scale and responsiveness while requiring central oversight to keep standards consistent.

2.3 How structure supports communication, accountability and pedagogy

Organisational structure is more than a diagram on a wall: it is the invisible wiring that directs how people talk, who is responsible for learner progress, how trainers work with employers and how decisions about what is taught get made. In TVET institutions, these wiring patterns determine whether important information — such as new industry requirements, assessment results or health and safety updates — reaches the right people quickly and reliably. For practitioners, understanding how structure shapes communication, accountability, and pedagogy helps turn good intentions into consistent practice that improves learner outcomes.

How structure channels formal communication



Formal communication means the scheduled, documented and sanctioned flow of information used for official decisions: circulars, meeting minutes, curricula updates, assessment regulations and management information system (MIS) reports. Organisational structure defines who sends these messages, who receives them and what form they take. In a highly centralised college, a director of programmes may issue curriculum changes by written circular to department heads; in a decentralised campus network, departments may be authorised to implement minor adjustments and notify central office afterwards. The difference affects speed, clarity and traceability.

Structures also establish routine points of contact that become habits: weekly team meetings, monthly assessment boards, and quarterly employer advisory panels. Where these points are clearly assigned in job descriptions and timetables, staff know where to address questions and how to escalate problems. Conversely, unclear or overlapping communication channels create delays and risk conflicting guidance being given to trainers or employers. Practical steps — such as defining a single person responsible for issuing official curriculum versions, standardising templates for assessment reports and requiring minutes for all curriculum meetings — reshape structural design into dependable communication practice.

Making accountability explicit for learner outcomes

Accountability in TVET is the formal responsibility for ensuring learners achieve defined competencies and qualifications. Structure converts broad institutional goals into concrete accountabilities by assigning roles, performance indicators and decision rights. A course coordinator may be accountable for assessment integrity and pass rates, while a head of department holds budgetary accountability for resourcing assessments and workplace learning. Effective structures pair these role assignments with measurable criteria — attendance, competency attainment rates, employer feedback scores — and a timetable for review.

Accountability is reinforced through formal agreements: training contracts that specify workplace mentor duties; instructor performance plans tied to learner competency progress; and periodic appraisal processes linked to course performance data. When roles are mapped alongside the curriculum — showing who approves assessments, who records results and who follows up on poor performance — institutions can trace which action (or inaction) led to a learner outcome. This traceability is essential for continuous improvement and for explaining decisions during external inspection or employer review.

Enabling coordination between trainers and workplace partners

Work-based learning depends on coordinated effort between trainers, workplace supervisors and employer coordinators. Organisational design supports this coordination by creating liaison roles, shared governance bodies and joint planning processes. For example, a TVET provider might establish a Work Placement Unit with defined responsibilities: matching learners to employers, preparing workplace supervisors, and monitoring learner progress through agreed milestones. When these responsibilities are placed in the structure and resourced, liaison is routine rather than ad hoc.

Coordination mechanisms that flow from structure include shared learning agreements, dual-assessor frameworks (one assessor from the provider, one from the employer) and scheduled review meetings with minutes that inform both parties. Real-world examples include an apprenticeship scheme where the trainer reports learner skill gaps to an employer panel each month, prompting the employer to adapt on-the-job tasks; or a hospitality programme where industry partners sit on the course advisory committee that approves changes to practical modules. Clear structural mandates for regular contact reduce misunderstandings about assessment standards, learner supervision and workplace safety.

Reporting lines, curriculum change and resource allocation

Who reports to whom matters because reporting lines determine who can approve curriculum changes and allocate resources. Reporting lines are the formal pathways for authority and accountability. A single, clear approval route speeds decisions but can concentrate power and create bottlenecks. Dual reporting or dotted-line relationships allow technical experts (for example, senior trainers) to influence curriculum while administrative managers control budgets. This approach can balance pedagogical quality with financial discipline but requires carefully defined responsibilities.

Table: Types of reporting lines and their effects

Reporting line	Effect on communication	Effect on accountability
Single-line (clear chain of command)	Fast, consistent directives; centralised records	Clear budget and quality responsibility; risk of slow local adaptation
Dual-reporting (matrix)	Multiple channels for technical and operational input	Shared accountability requiring coordination mechanisms
Dotted-line (advisory/reporting)	Flexible, consultative communication	Advisory input with limited formal authority; clarity required on decision rights

Consider a college seeking to update its electrical installation curriculum to include solar PV. In a single-line structure, the request goes to the curriculum committee and then the director for approval and budget allocation. In a matrix model, the technical head of engineering and the campus manager must agree, with the employer advisory group contributing industry requirements. The model chosen affects how quickly equipment can be purchased, who trains staff on new modules and how changes are communicated to employers and learners.

Structure and the management of compliance and audit evidence

Regulatory compliance and external audits are a constant reality for TVET providers. Structure affects how evidence is generated, stored and presented during inspections. Audit evidence — such as staff qualification files, CPD records, assessment scripts, workplace agreements and minutes of assessment boards — must be traceable to responsible individuals. When structures assign a compliance or quality assurance (QA) officer with clear authority to request, collate and sign off documents, audit preparation becomes a routine task instead of an emergency scramble.

Good structural practice includes defined record-keeping responsibilities in job descriptions, centralised digital repositories with role-based access, and scheduled internal audits that feed improvement plans. For example, assigning assessment moderation to a named QA lead with the authority to withhold certification until standards are met creates a single point of accountability for auditors to follow. Practical controls include standard evidence checklists, audit trails in the MIS and a calendar of compliance

tasks tied to accountability roles. These elements ensure that compliance is demonstrable, continuous and integrated with pedagogical work rather than a parallel bureaucratic burden.

When you design or revise an organisational structure, map the flows of information, the formal accountabilities for learner outcomes, the routines for employer collaboration and the lines that control curriculum and budgets. Test a proposed design with realistic scenarios — a new employer-led module, an assessment dispute, a compliance visit — to see where communication fails or accountability blurs. A structure that intentionally channels communication, clarifies responsibility and links trainers to workplace partners becomes the foundation for reliable, high-quality TVET delivery.

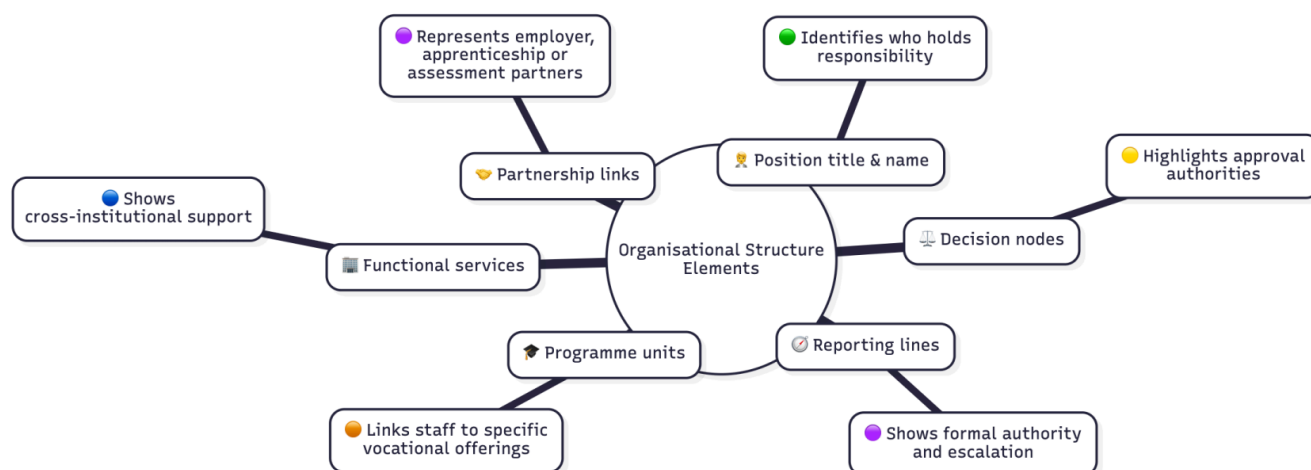
 **Key Points:** Organisational structure determines how formal communication, accountability and pedagogy work together: clear reporting lines and designated roles speed curriculum decisions, ensure traceable learner outcomes and streamline compliance evidence. Embedding liaison roles and routine meetings links trainers with employers for consistent workplace learning and assessment. Test structures with realistic scenarios to reveal bottlenecks and ensure responsibility, record-keeping and resourcing are aligned for reliable TVET delivery.

2.4 Developing and interpreting organisational charts and aligning them to programmes

Organisational charts are practical tools that show how a TVET institution organises people, responsibilities and partnerships to deliver programmes and workplace learning, making roles clear, exposing decision points and revealing links to employers, industry trainers and assessment partners; include position titles with names, reporting lines, programme units, workplace learning coordinators, assessment and quality functions, and external partner connections, using solid lines for formal authority and dotted lines for advisory or partnership links so readers grasp authority versus collaboration. You should map responsibilities by listing core programme activities (teaching, assessment, placements, equipment maintenance, employer liaison), assign RACI designations to clarify who is responsible, accountable, consulted and informed for each task, and place role boxes so programme clusters show direct links to both academic and support services while representing shared responsibilities with dotted lines or proximity. Read charts to spot bottlenecks—wide spans of control, long vertical chains and isolated nodes—and revise them to support strategy by testing structural options against goals (for example creating employer liaison units to grow placements or adding assessment officers to improve moderation), piloting changes, updating job descriptions and training staff so the chart remains a living roadmap that aligns structure with delivery and partnership needs.

Essential elements of an organisational chart for TVET delivery

An organisational chart (a visual representation of formal relationships and reporting lines) must show more than job titles; it must show the relationships that matter for teaching, assessment and employer engagement. At the simplest level, include position titles and reporting lines, but for TVET, add programme units, workplace learning coordinators, assessment roles, quality assurance functions and external partnership links. Use symbols or line styles (solid for direct line management, dotted for advisory or partnership links) so readers immediately grasp formal authority versus collaboration. Include levels of seniority to show spans of control and where decisions are escalated, and add location or campus identifiers if the institution operates across multiple sites.



The following table summarises core chart elements and practical examples from a TVET context.

Element	Purpose	Example
Position title and name	Identifies who holds responsibility	Head of Carpentry Department — M. Ndlovu
Reporting lines	Shows formal authority and escalation	Solid line from Trainer to Department Head
Programme units	Links staff to specific vocational offerings	Automotive Programme, Welding Programme
Functional services	Shows cross-institutional support	Student Services, Finance, Quality Assurance
Partnership links	Represents employer, apprenticeship or assessment partners	Dotted line from Work-based Learning Coordinator to Local Engineering business
Decision nodes	Highlights approval authorities	Examination Board chaired by QA Manager

Mapping responsibilities and functional links on a chart

Start mapping by listing the institution's core programmes and the primary activities needed to deliver each (teaching, assessment, workplace placements, equipment maintenance, employer liaison). Then list the roles that perform these activities and place them on the chart so that each programme node has clear connections to both academic and support functions. Use attached labels or a simple legend to show role-level responsibility (e.g. programme manager), and apply the RACI method — Responsible, Accountable, Consulted, Informed — to clarify who does what for critical tasks. Where activities cross departments (for example, industry placements require academic staff, a placements officer and employer mentors), represent those shared responsibilities with dotted lines and proximity on the chart.

A practical mapping process:

- Define core tasks per programme (curriculum delivery, assessment, placements) and list required roles for each.
- Assign R/A/C/I to those tasks and show assignments beside role boxes on the chart.
- Use solid lines for managerial reporting and dotted lines for functional or partnership links, adding brief labels where necessary.

For example, an Automotive programme box would connect by solid lines to the Programme Trainer and Programme Manager, and by a dotted line to the Employer Liaison Officer and to named local garages that host apprentices. This makes it clear who should be contacted for placement issues and who is responsible for assessment standards.

Interpreting charts to identify communication bottlenecks

Reading a chart to diagnose communication problems requires attention to spans of control, chain length, and isolated nodes. A very large number of direct reports to a single manager (wide span of control) often signals risk: decisions slow down, managers become overloaded, and frontline staff lack timely supervision. Conversely, very long vertical chains (many layers between senior leadership and trainers) can dilute messages and impede rapid curriculum updates. Isolated boxes without lateral links create functional silos. For example, a Workplace Learning Unit without a dotted line to academic departments suggests missed coordination for placements. Look also for single points of failure where one role holds responsibility for a critical institutional function without backups.

Signs of bottlenecks and remedies:

- Too many direct reports to one manager → consider introducing team leaders or cluster managers to redistribute workload.
- Long vertical chains delay decisions → flatten one layer or encourage middle managers with defined decision authority.
- Isolated units with no lateral links → add formal liaison roles or joint committees to support cross-unit coordination.

If a facility maintenance officer is the only contact for equipment issues and all repair requests are routed through a busy finance officer, delays in workshop readiness for practical lessons will follow. Repositioning the maintenance role closer to the programme cluster and creating a direct request channel for trainers reduces that bottleneck.

Aligning charts with programme portfolios and work-based learning

Aligning structure to programmes means ensuring that the chart reflects how learning is organised and where employer relationships sit. Group programmes into logical clusters (e.g. Construction, Engineering, Health Sciences) and show programme managers with direct links to both trainers and workplace learning coordinators. For institutions heavily engaged in apprenticeships or employer-based training, represent external partners on the chart as named boxes or as a ‘partner network’ node connected by dotted lines. This visual connection makes it easier to allocate resources, coordinate assessments and plan placement schedules.

Practical ways to show partnerships:

- Dotted lines from Programme Manager to named employer partners for regular placement schemes.
- Joint appointments are shown as split boxes for staff who divide time between college and workplace-based assessment.
- A steering committee box connected to programme clusters to indicate employer governance and curriculum input.

For example, a TVET college that offers hotel management and culinary courses might place a Hospitality Programme Cluster at the centre of links between trainers, an employer advisory committee, and an industry-based placement coordinator. Seeing these links encourages managers to budget for employer visits and to schedule workplace assessment windows.

Revising charts to reflect strategic goals and partnership needs

Organisational charts must evolve with strategy. Begin a revision by mapping strategic goals (e.g. increase apprenticeship placements by 30% in two years), identifying structural gaps that prevent those goals, and testing alternative designs. Use scenario planning to evaluate the impact of new partnership models (for instance, co-managed apprenticeships) on reporting lines and accountabilities. Pilot any structural change in one programme cluster, collect feedback, revise job descriptions, and provide training before wider roll-out. Embed a regular review cycle for the chart — annually or at each strategic planning cycle — so it remains an operational tool rather than a historical snapshot.

A simple strategy-to-structure summary:

Strategic goal	Structural change	Measurable indicator
Grow employer placements	Create Employer Liaison Unit with regional coordinators	Placement rate; time to confirm placement
Improve assessment quality	Add Assessment Officer to each programme cluster	Assessment moderation pass rate; appeal incidents
Increase cross-campus consistency	Establish a central Quality Assurance reporting line	Curriculum standardisation score; audit findings

Involve staff and partners in revisions, communicate changes clearly, and update training and job descriptions to match the new chart. When done well, a living organisational chart becomes a roadmap for delivery, showing not only who does the work but how the institution connects to the workplaces and communities it serves.

 **Key Points:** Organisational charts must show roles, reporting lines and partnership links for TVET delivery, using solid lines for authority and dotted lines for advisory connections so readers see who is responsible for teaching, assessment and workplace learning. Map core programme tasks (teaching, assessment, placements) and assign RACI designations to clarify responsibilities, then assign roles to identify bottlenecks such as wide spans of control or isolated units. Regularly revise charts

to align structure with strategic goals (e.g. grow placements, add assessment officers), pilot changes, and update job descriptions and training.