Technical and Vocational Education and Training (TVET) Conference 2014

PROGRAMME
18-19 November 2014

Together forging a vibrant Technical and Vocational Education and Training system in South Africa
FOREWORD

The Department of Higher Education and Training’s highest priority is to strengthen and expand the public TVET colleges so that they become institutions of choice for a large proportion of school leavers. Key objectives in strengthening colleges include improving access, throughput rates, management capacity (especially with regard to planning, financial and human resource management), student support services and student accommodation, as well as developing management information systems, strengthening governance, building partnerships with employers and other stakeholders, increasing the responsiveness of colleges to local labour markets, improving placement of college graduates in jobs, and creating a programme and qualifications mix to meet the varied needs of students.

Colleges are at different stages of development, due in part to their history of differential access to resources, and therefore require different levels of intervention and support to achieve optimal functionality. The initial aim in the weaker colleges is to turn them into efficiently functioning institutions. For the better-performing colleges (whose numbers will increase over time), the aim is to turn them into centres of excellence that constantly seek to improve their service to their students and to their local economies, and then become role models for other institutions. This does not mean that the aim is to make all colleges the same. Their individual characteristics will be determined, above all, by their local environments, creating a diverse sub-system that serves a wide range of needs. *(White Paper for Post-School Education and Training, 2013).*

The DHET is hosting the Technical and Vocational Education and Training Conference in order to review the progress made over the past 5 years in the college subsystem, i.e. the status of TVET Colleges as well as to define actions and interventions required for the short, medium and long term towards the achievement of the 2030 vision espoused in the National Development Plan (NDP) and the White Paper on Post School Education and Training.

The conference will therefore take stock of where the TVET subsystem comes from, what has been achieved, but more importantly focus on concrete actions to transform the TVET college subsystem into a vibrant sector which both develops human capacity and prepares students for the world of work in order to become economically active citizens.
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## DAY ONE

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<td>Choir singing the National Anthem</td>
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<td><em>Ekurhuleni East TVET College Choir</em></td>
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<td>10:15 – 11:15</td>
<td>Skills Beyond School in South Africa Review by the Organisation for Economic Cooperation and Development (OECD)</td>
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<td><em>Dr. Simon Field</em></td>
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<td>Discussion on labour market need for Mid-level skills and structure of the economy</td>
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<td><em>Prof. Haroon Bhorat</em></td>
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**STANDARD PROGRAMME FOR COMMISSION BREAKAWAY SESSIONS**

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### DAY ONE – COMMISSION BREAKAWAY SESSIONS

**COMMISSION 1**

**PLANNING AND RESOURCING OF COLLEGES**

**CONFERENCE OBJECTIVE:**
To find mechanisms which will ensure that planning and funding cycles are aligned in order to meet labour market needs.

**RAPPORTEUR:**
Ms Hellen Ntlatleng
Supported by Ms Thembisa Futshane

**CHAIRPERSON:**
Mr Firoz Patel

**Questions to be answered:**
1) What mechanisms can be put in place to ensure that labour market signals translate into enrolment and placement plans of Colleges?
2) How can we align voted funds and levy funds to incentivise this?

**Speaker 1 – CONFERENCE PAPER**

**PRESENTER:**
Cost benefit to employers to place and support students in the workplace
Maren Verfuerth
BIBB (German institute for Vocational Training)

**Speaker 2 – CONFERENCE PAPER**

**PRESENTER:**
Aligning planning and resourcing cycle’s in Seta’s and TVET Colleges
Adrienne Bird
(DHET: DDG Special Projects)

**Speaker 3**

**Conference Paper**

**PRESENTER:**
Case Study: Aligning supply and demand of Skills throughout the construction of Medupi power station and re-skilling after completion. (Eskom in Conjunction with Lephalale College)
Nthabiseng Malebo
(Medupi Leadership Initiative)

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### DAY ONE – COMMISSION BREAKAWAY SESSIONS

**COMMISSION 2**

**QUALIFICATIONS AND PROGRAMMES DELIVERED AT TVET COLLEGES**

**CONFERENCE OBJECTIVE:**
The White Paper speaks of reviewing the whole ‘gamut’ of TVET qualifications. The objective is to consider most desirable qualifications in the TVET system.

**RAPPORTEUR:**
Ms Happy Sibande
Supported by Dr Bheki Mahlobo

**CHAIRPERSON:**
Ms Joyce Mashabela

**Questions to be answered:**
1) What is the most desirable qualification to secure employability?
2) What mechanisms can be developed / strengthened to encourage workplaces to participate?

**Speaker 1 – CONFERENCE PAPER**

**PRESENTER:**
Vocational and practical training for employability of TVET College graduates
Prof Joy Papier
Director
UWC Institute for Post-School Studies
(incorporating the UWC FET Institute).
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<td>Mr Mike Mashinini</td>
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<td>Ms Three Ramdhin</td>
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### DAY ONE – COMMISSION BREAKAWAY SESSIONS

**COMMISSION 3**

**TVET COLLEGE MANAGEMENT AND GOVERNANCE**

**CONFERENCE OBJECTIVE:**
To establish and enhance governance and management policies, processes and practices to support stability and the core purpose of the College.

**CHAIRPERSON:**
Dr Maharaswa

**Questions to be answered:**
1) What are the important measurements which need to be in place to ensure effective management and governance of TVET Colleges?

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<td><strong>How can management dashboards support best practice governance and management in the TVET sector at both Colleges and DHET level.</strong></td>
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### DAY ONE – COMMISSION BREAKAWAY SESSIONS

**COMMISSION 4**

**ENHANCING TEACHING AND LEARNING IN TVET COLLEGES**

**CONFERENCE OBJECTIVE:**
The White Paper highlights the problem of poor throughput rates in colleges. How can these be improved?

**CHAIRPERSON:**
Dr Di Parker

**Question to be answered:**
How to improve throughput in colleges?

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<td><strong>Developing existing lecturer capacity through Lecturer workplace exposure</strong></td>
<td>Ken Duncan</td>
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<td><strong>Academic support at TVET Colleges: A Provincial Perspective</strong></td>
<td>Danita Welgemoed (Provincial Department: Western Cape)</td>
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**DAY ONE – COMMISSION BREAKAWAY SESSIONS**

**COMMISSION 5**  
**MEASUREMENT WITHIN THE TVET SYSTEM**  
**CONFERENCE OBJECTIVE:**  
Aligning mechanisms to measure the success of students including examination, assessment and placement  
**RAPPORTEUR:**  
Ms Mary Peters  
Supported By Mr Leon Sinclair  
**CHAIRPERSON:**  
Feizal Toefy

**Questions to be answered:**  
1) How can the credibility of examinations in the TVET system be improved and the cost and complexity of examinations be reduced?

**Speaker 1**  
**CONFERENCE PAPER**  
**PRESENTER**  
**Current Challenges with examinations in the TVET system**  
Nadine Pote (DHET: CD Examinations)

**Speaker 2**  
**CONFERENCE PAPER**  
**PRESENTER**  
**How practical is practical?**  
Liz Burroughs

**Speaker 3**  
**Conference Paper**  
**PRESENTER**  
**ISATS: An integrated Approach**  
Sam Zungu / Elsie Du Toit (Umfolozi TVET College)

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## DAY TWO

**Programme Director:** *Ms Nolitha Vukuza-Linda*

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<td>09:00 – 09:20</td>
<td>Award for College with outstanding work for establishing partnerships with Industry in 2014</td>
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<td>09:20 – 09:40</td>
<td>Award for Innovation and Computer Technology 2014</td>
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<td>09:40 – 10:00</td>
<td>Award for outstanding work in Artisan Development 2014</td>
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DAY 1

PLENARY SESSION 1
A Skills Beyond Schools review of South Africa: Review by the Organisation for Economic Cooperation and Development (OECD)
Dr. Simon Field
Project Leader: OECD reviews for Vocational Education and Skills
Directorate for Education and Skills

Having completed more than 30 policy reviews globally, the OECD harbours extensive experience and expertise on how to improve policies for more effective vocational education and training systems. The OECD’s reviews address key policy issues, with a sharp focus on making training systems more responsive to the needs of the economy. They thus include recommendations on how to engage employers, strengthen workplace training and encouraging trainers to be more attuned to the needs of modern industry.

In January 2014 the OECD undertook a review of the South African Vocational Education and Training system. This work has now been concluded and will be presented by Dr Simon Field of the OECD. The report covers both strengths and weaknesses of the system as well as a number of key recommendations which could serve to strengthen the South African TVET system. Suggestions are made in view of international examples which have emanated from the on-going reviews globally.

The review therefore also presents an opportunity for the South African system to be benchmarked against international best practice, while considering the unique context within the country.

PLENARY SESSION 2
Discussion on labour market needs for mid-level skills and structure of the South African economy
Prof. Haroon Bhorat
Development policy Research Unit
School of Economics
University of Cape Town

This presentation aims to characterise South Africa’s economic development trajectory as being starkly representative of a low level economic growth trap. An undiversified export profile, a low quality schooling system, and insufficient savings and investment levels all serve to perpetuate this growth malaise. Yet in our analysis, the reasons for this malaise seem clear enough: An incoherence in policy co-ordination and a lack of clear politically supported industrial policy framework looms large. In turn, the implicit social contract between big business, government and labour is readily evident in key areas of the economy ranging from port tariffs to telecommunications. In the aggregate we argue, those instances of a sewn-up social contract serve to perpetuate a growth path which favours capital-intensity over labour-intensity, the currently endowed to the marginalized, and heavy manufacturing over light manufacturing. These are the ingredients we argue, for a low growth performance and the perpetuation of a growth path which is unable to engender strong redistributive outcomes and employment gains.
DAY 1

COMMISSION 1: PLANNING AND RESOURCES OF COLLEGES

Speaker 1:

Cost benefit to employers to place and support trainees in the workplace

*Maren Verfuerth*

*Project Manager South Africa, USA, India*

*Federal Institute of Vocational Education and Training (BIBB)*

German vocational education and training (VET) has an excellent reputation in many countries worldwide. Its unique selling points are based on ‘dual’ vocational training: close collaboration between government and industry, learning within the work process, the participation of the social partners which results in broad societal acceptance of national standards, the qualifications of vocational training personnel and institutionalized vocational training research and advisory services.

The main factors driving public attention on German VET, especially recently, are the high rates of youth unemployment in some European countries and fears of an impending shortage of skilled workers. A lack of workplace experience and the related skills and competences are factors contributing to the "skills gap" in the EU today. Part of the solution can be found in high quality vocational education and training systems, in which the active participation of employers and a strong element of work-based learning facilitate young people’s transition to work by providing the knowledge, skills and competences which they need for a successful first step into the labour market.

Germany's initial and continuing vocational training system provides training with the aim of ensuring the competitiveness of the German economy and also of fostering the socio-economic integration of youngsters and adults who are less likely to access education. Thus, economic concerns as well as social considerations are taken into account in VET collaboration. The aims of VET revolve not only around economic development but also around participation in education and employment.

The way in which the German VET system links the practical and theoretical sphere and involves public and private stakeholders, the dual training system, proves to be a successful model.

Speaker 2:

Aligning planning and resource cycles in SETAs and TVET Colleges

*Adrienne Bird*

*DHET*

*DDG Special Projects*

Securing appropriate placement for learners is a challenge for all colleges. Finding appropriately prepared learners for specific occupations is a challenge for employers. The SETAs have levy grants to offer employers who are willing to take on learners. How can SETA grants for employers be better used to do two things: firstly, convey to colleges what kinds of
learners employers are looking for and secondly, help encourage employers to take on learners? This presentation will suggest ways in which this might be done, which can then be discussed by the Commission.

Speaker 3:
Case Study: Aligning supply and demand of skills through the construction of Medupi power station and re-skilling after completion (Eskom in conjunction with Lephalale College).
Nthabiseng Malebo
Medupi Leadership Initiative

Aligning the skills demand and supply is a national issue that all employers face particular those associated with the construction of mega infrastructure projects in rural areas of South Africa.

Such mega projects provide both opportunities and challenges for employers, employees and local communities.

Where the skills do not exist within the local communities, large numbers of migrant workers must be accommodated and they bring with them the problems that such large groups of people living away from home for extended periods typically do, as well as placing strain on the, often fragile, local services infrastructure.

Where skills do exist in the local area, the problems of the “feast and famine cycle” that is created through employees being engaged on limited duration contracts manifest themselves.

Much was, and is being done, within the Medupi Construction Project contractor community to minimise the unwelcome outcomes.

However, with the benefit of hindsight, it is possible that, through closer collaboration with stakeholders such as the DHET, SETAs, TVET Colleges, community leaders and employers, more can be done ahead of the arrival of the future projects associated with PICC / SIPS.

This session sets out to explore the benefits that an integrated approach could achieve.
DAY 1
COMMISSION 2: QUALIFICATIONS AND PROGRAMMES DELIVERED AT TVET COLLEGES

Speaker 1:
Vocational and practical training for employability of TVET College graduates

Prof. Joy Papier
Director
UWC Institute for Post-School Studies (incorporating the UWC FET Institute)

The IPSS has recently conducted two research studies on engineering artisans. In 2013, research was completed for the Western Cape Department of Economic Development and Tourism on the supply of and demand for engineering artisans in the Western Cape. This involved interviews with 200 engineering companies. Companies provided overwhelming feedback that the NATED 191 (N1-N6) was the preferred qualification for entrance to employment within the engineering sector, with N4 seen as the minimum theoretical qualification required. Maths and English at NQF level 4 were also prioritised. Companies also indicated that learners with practical training had greatly improved prospects of employment within this sector.

The second research study was an impact study that evaluated funding and support interventions to TVET College students in 2014 of the Access Trust, a non-profit organisation. FETI traced a cohort of 80 students who had attended TVET Colleges over a period of eight years. The Access Trust provided funding for their theoretical studies (N1-N6) and provided additional funding for practical training. The results of this impact study showed that well over 90% of all Access Trust funded graduates obtained employment within the engineering sector. Graduates with qualifications lower than N4 did not always find employment in the engineering sub-sector that they had been trained in, whereas graduates with qualifications higher than N4 and practical training obtained employment in their training subsector.

The findings of this research is significant as it points to the importance of TVET College students obtaining both theoretical and practical training for employment in the engineering sector and is important in the review of the TVET College curricula.

Speaker 2:
New TVET Artisan Bridging and Qualifications

Mike Mashinini
DHET: NAMB

The White Paper for Post-school Education and Training: Building an Expanded, Effective and Integrated Post-school System approved by Cabinet on 20 November 2013 and released by the Minister of Higher Education and Training on 15 January 2014 includes this direct reference to national artisan development:

In areas of work such as the artisan trades, apprenticeships have traditionally been the pathway to qualifications; however, the apprenticeship system has been allowed to deteriorate since the mid-1980s, resulting in a shortage of mid-level skills in the engineering and construction fields.
A critical component of a “good artisan training system” is the curriculum and delivery of both a trade related foundational learning programme and occupationally based trade qualification programmes.

This work has started in earnest in the Department of Higher Education and Training (DHET) that will eventually see all public TVET Colleges offering exactly the same detailed syllabus for artisan trades.

An exciting element to the process that is being implemented by the Department of Higher Education and Training is articulation between the foundational trade programme and the occupational trade qualifications and programmes being developed in Department of Basic Education Schools of Skill and Technical High Schools.

The objective is simple… a single national artisan development system… This presentation develops this theme further.

**Speaker 3:**

**Case Study: A programme designed for industry needs: The Sasol and Flavius Mareka College Project**

*Three Ramdhin*

*Sasol*

Sasol has entered into a partnership with Flavius Mareka TVET College with the support of the Chemical Industries Education and Training Authority (CHIETA) to include the institutional (knowledge) component of CHIETA Learnerships with the current programmes offered at the college. The aim is to make the unemployable youth, due to low pass marks or wrong subject choices, with grade 12, employable by providing them with an industry related occupational qualification combined with improving their educational qualification.

In time this could result in the FET College taking full responsibility for the institutional training of occupational learning programmes, allowing industry to focus on providing the work experience component of the occupational learning programmes.

**DAY 1**

**COMMISSION 3:**

**TVET COLLEGE MANAGEMENT AND GOVERNANCE**

**Speaker 1:**

**How can management dashboards support best practice governance and management in the TVET sector at both Colleges and DHET level?**

*Andreas Bottema*

*CINOP (Dutch Development Agency)*

Governments all over the world are making financial cutbacks in education, and focusing more and more on efficiency and performance management. The TVET college sector in South Africa is not different from that. TVET colleges have to become smarter at what they do, and have to manage statistics and performance more closely. TVET Colleges need tools that allow them to see data visually and manage performance effectively.
In recent years many TVET Colleges have implemented or are in the process to implement various types of IT based Business Management Systems. They have historically been seen as “college administrative systems” placing focus on day-to-day college administration. Modern college business management system are meanwhile much more than that. A contemporary system responds in a modern way to best practice management and governance reporting requirements – both internally to college executive and college line managers but also externally to parents, students, employers and to various authorities including the Department of Higher Education and Training.

When TVET Colleges select a Business Management System, it is important that minimum standards for required reporting including dashboards that are complementary to functional requirements linked to college administration are defined. Dashboard objectives must be specified to empower the executive management team, campus managers and heads of departments to give them deeper visibility into the performance of the College.

What dashboards are then required at a TVET college and for which “roles” at the college? To begin with the correct definition of Key Performance Indicators (KPI) is important since Dashboards are tools used to monitor progress on KPIs in for example the student life cycle, including applications, enrolment, attendance, learning outcomes and work placement.

In addition, the dashboards can provide enhanced reporting on the College’s financial position, specifically relating to income, expenditure, cashflow, arrears and suppliers.

The design of TVET relevant dashboards is therefore a professional exercise. Moreover, to ensure the return on a Dashboard investment, such should ideally be linked to best practice governance and management standards for colleges. The latter moreover has a close dependency link on the prospects to develop a Dashboard user culture at the colleges.

The presentation will address the following:

1. What is a dashboard and what is it for?
2. Difference between dashboards and management reporting
3. Monitoring College organisational and individual performance management, KPIs, Strategic Plans and Operational Plans,
4. What is measured and what is not measured – and what about data analysis?
5. Who are Dashboards for and how are they used?
6. Dashboards replacing “endless” tables/reports
7. Student Dashboards
8. Examples of best practice
9. Issues of Dashboard implementation
Speaker 2:
College Improvements through enhanced financial management
Linda Nkomo
Saica

SAICA presentation: “College improvements through enhanced accountability of management and governance structures”

The South African Institute of Chartered Accountants (SAICA) entered into a 3 year partnership, in the early part of 2012, with the Department of Higher Education and Training (DHET), following a request by the Minister of DHET for assistance in regard to the management and governance problems that were impacting on the growth potential of the TVET sector. The SAICA project was launched in May 2012, initially for Chartered Accountants to provide financial management support in all 50 TVET Colleges nationwide, and was followed by a Human Resource support intervention from January 2013. A major objective of the Minister’s initiative was to strengthen the institutional capacity of the TVET Colleges in order to improve their performance, efficiency and management.

The key focus areas of the financial and HR support were to stabilise the financial as well as HR and governance environments, design and develop standardised approaches to systems and procedures, to provide skills transfer in the implementation of those recommendations, to improve the overall audit status, and bursary administration and ultimately exit from a TVET College structure, with professional and efficient corporate governance and management, aligned to DHET driven standards that would ensure sustainability and institutional stability.

There have been numerous successes since the inception of the project, including the development of a standardised supply chain management policy as well as the rollout of training in respect of its implementation, and the motivation for and adoption of GRAP (Generally Recognised Accounting Practices) as a new accounting standard for the TVET sector together with training for its implementation. Extensive HR workshops were held for the training necessary to address the HR areas of weakness, the development of a Council Induction Manual and the training of recently appointed Council members. Furthermore, the project has been the initiation platform for several forensic investigations currently in progress at certain Colleges.

There are numerous challenges within the TVET sector, inter alia, relating to the acquisition, development and transfer of skills. For the TVET College environment to operate effectively and efficiently after the SAICA partnership has ended, recruitment for the vacant CFO positions needs to be prioritised. Tighter internal controls and improved bursary communication and management need to be introduced at Colleges. Good corporate governance practices need to be embedded with ongoing development of Council members and senior College management. It is fundamental that corruption and fraudulent practices be rooted out of the system to set a firm foundation for strategic partnerships with the private sector that would further enable the creation of a sustainable environment for the TVET Colleges to be recognised as centres of excellence and institutions of choice.

The presentation will therefore highlight some of the key lessons learnt and best practices that should be enforced in Colleges to ensure sound governance and sound management.
Speaker 3:
Case Study: Gert Sibande – Monitoring and evaluation at Campus Level
Nick Balkrishen
Principal Gert Sibande TVET College

TVET Colleges in South Africa are committed to improving student performance. To ensure that this goal is met, all aspects of the management cycle (planning, implementation, monitoring and evaluation) must be improved. The first part of this presentation is aimed at enhancing our understanding of how effective monitoring and evaluation can be used to improve college performance by:
• discussing the monitoring and evaluation process
• linking monitoring and evaluation to reporting
• sharing specific monitoring and evaluation tools used by the college
• offering advice on implementing a successful monitoring and evaluation programme
• briefly exploring an international perspective (OFSTED) on monitoring and evaluation of colleges

The second part of the session will enable delegates to exchange ideas, share best practices, generate new ideas, and identify challenges and possible solutions regarding monitoring and evaluation and college performance.

“Individually, we are one drop. Together, we are an ocean.” Ryunosuke Satoro

DAY 1
COMMISSION 4:
ENHANCING TEACHING AND LEARNING IN TVET COLLEGES

Speaker 1:
Developing existing lecturer capacity through Lecturer Workplace Exposure
Ken Duncan
Swiss South African Cooperation Initiative (SSACI)

This paper reports on the experience and lessons of the Swiss-South African Cooperation Initiative, South African development agency active in the field of technical and vocational education and training, in implementing industry-based workplace-exposure for TVET college lecturers.

It is an axiom of TVET everywhere that providing workplace experience for college students and their instructors has a strong positive effect on the students’ pass-rates and prospects of employment. It also motivates college lecturers to “raise their game”, helps to bring the classroom curriculum into closer alignment with the skills needs of industry and generally promotes long-term cooperation between college and company.

For these reasons, several government policy documents – including the National Skills Development Strategy for 2011-2016, the 2011 National Skills Accord and the 2014 White Paper on Building an Expanded, Effective and Integrated
Post-School System - emphasise the importance of workplace exposure for lecturers. The national Framework on Professional Qualifications for TVET Lecturers makes experience of workplaces in the industry for which the lecturer is training a requirement for professional qualifications.

In 2012-13, SSACI developed and piloted a model for implementing lecturer workplace exposure (ILWE) systematically in public TVET colleges. With some refinements based on the experience gained in this pilot phase, the programme will be extended to 28 colleges in 2014-16 as part of:

I. the programme of continuous professional development at the colleges
II. the requirements for workplace experience in the new professional qualifications for college educators

This paper will review experience to date, including what we have learned about:

- Conceptualising LWE for college lecturers, managers and host-employers
- Profiling different categories of lecturers in terms of background, qualifications, skills and work experience
- Establishing what industry experience is needed by lecturers and how best it can be acquired
- Understanding the college context: lecturer employment issues, current LWE policy and practice, implementation issues, concerns and requirements
- Understanding the employer context for providing LWE: the current situation, implementation issues, concerns and requirements
- Integrating lessons learned from workplace experience into the college curriculum

Speaker 2:

TVET Lecturer Development: Innovative delivery model amongst Kwa-Zulu Natal TVET Colleges

Alice Msibi: Teaching and Learning Specialist co-ordinator for TVET Colleges (JET Ed Services)
Andile Mncwango: Senior TVET Lecturer (Majuba TVET College)
Stembiso Memela: College Council Member (Mnambithi TVET College)

The White Paper for Post-School Education and Training, launched by the Minister of Higher Education, Dr Nzimande in January this year, states: “the DHET’s highest priority is to strengthen and expand the public TVET Colleges”. Integral to the expansion must be an improvement in the quality of teaching and learning. Hence as the college system grows, it is essential that the number of qualified vocational educators must also increase. How are we to achieve this? While there are excellent international models, our situation in South Africa has its own specificities. A fundamental characteristic in the South African vocational education sector, is that many of our educators who are presently in the system are un, or under-qualified. The Department has made excellent strides in developing the first-ever TVET Lecturer Qualification Policy for the sector. While this is excellent, there are several questions which we must ask. Amongst those is how are we to train large cohorts of lecturers, most of whom live and work long distances away from the Higher Education Institutions? While we do not purport to have all the answers, this presentation draws on our experiences of supporting and developing lecturers in the nine TVET Colleges in KwaZulu Natal. The presentation focuses on the centrality of lecturers in this delivery model and the impact it is having on the vocational and education sector.
Speaker 3:

Academic Support for students at TVET Colleges: A Provincial Perspective

Danita Welgemoed

Provincial Department: Western Cape

Academic support is currently widely recognised as an essential element in ensuring successful learning experiences for TVET students, but it took years of grappling with the concept and how to implement it within college specific contexts to come to an understanding of the true value of academic support.

For three consecutive years from 2010 to 2012, the Western Cape Regional Office invited colleges to submit academic support funding proposals. The funding proposals were scrutinised and approved, stipulating clear reporting requirements. This process provided good insight into the development and progress of academic support at the colleges.

It was evident that academic support needs differed from college to college, but that there were also basic similarities. Initially, the level and intensity of academic support activities differed from college to college and roles and responsibilities were in some instances vague and contested.

From these initial implementation stages and to an extent due to the dedicated funding for academic support, the colleges over the years developed distinct academic support strategies and models suitable for their environments.

This presentation aims to highlight the following aspects:

- Differences and similarities in academic support needs
- Strategies to address academic support needs
- Academic support implementation models
- Organisational structures and human resources for academic support
- Budgeting for academic support
- Measuring the value of academic support

DAY 1

COMMISSION 5:
MEASUREMENT WITHIN THE TVET SYSTEM

Speaker 1:

Current challenges with examinations in the TVET System

Nadine Pote

DHET: CD Examinations

The Department of Higher Education and Training as the national assessment body for the NC(V) and Report 190/1 qualifications on offer at TVET Colleges is responsible for ensuring the credible conduct, administration and management of assessment and examination processes at site level. Seven examination cycles are conducted across an academic year to
accommodate trimester, semester and full-year qualifications and large amounts of money are required to make this happen.

The examinations model currently in use for these qualifications is not effective or sustainable in the light of the low performance rates, ever increasing enrolments per examination cycle and financial burden it places on the system and therefore needs to be reviewed to strengthen the efficiency, effectiveness and sustainability thereof.

The presentation will provide an overview of the model currently in use for examinations in the NC(V) and Report 190/1 qualifications and will highlight the realities and challenges inherent in the model as well as raise questions about the sustainability of some of the processes central to national examinations.

Questions will be posed to encourage delegates to critically analyse the examinations model in use and to make inputs on how the model can be improved.

Speaker 2:  
UMALUSI: How practical is practical?  
Liz Burroughs  
Dr. Cecilia Booyse

During Umalusi’s research on the NC(V) Tourism and Hospitality programmes (At your Service, 2013), the need to evaluate the practical aspects of the assessment was foregrounded, and a second round of research in November 2013, undertook a detailed consideration of both the Integrated Summative Assessment Tasks as well as the ones associated with the individual subjects in the Tourism and Hospitality programmes. Because of its potential to connect productively with both these programmes the subject, Consumer Behaviour, located in the Management programme was also investigated. In order to analyse the practical assessment, Dr Celia Booyse from Umalusi, came up with an instrument that reflects a somewhat different approach to the one used for formal written assessment, which is shaped by Bloom’s taxonomy. Using the new instrument, which looks carefully at the nature of the skills being assessed as well as the source(s) of difficulty embodied in the task, Umalusi’s teams evaluated the ISATs for Tourism and Hospitality. They were able to pronounce on the strengths and weaknesses evident in the tasks and to make strong recommendations that would improve the practical assessment, and align it more closely to the needs of industry. This paper will share the findings emanating from the Umalusi NC(V) research.

Speaker 3:  
Case Study: Aligning summative assessments with industry requirements  
Sam Zungu  
Principal: Umfolozi TVET College

Technical Vocational Education and Training Colleges has the mandate to not only offer the theoretical component required for the different occupations and skills, but also to offer the important practical component that will put all the theories into practice. The practical tasks need to indicate each student’s ability of knowing how to do things, gained through experience and related to industry applied practices.
The practical tasks can never be offered in isolation, it always needs to be aligned to the standard practices within an occupation and planned in relation to the occupation and not just guided by ISAT or TRADE TEST tasks. Through co-operation with the different SETAs and Industries Umfolozi offers the added value of taking the classroom to the practical training space. The tasks must demonstrate the students’ ability to apply their theoretical knowledge in different situations. ISAT tasks must be practical knowledge that is produced by putting academic knowledge to practice.
Together forging a vibrant Technical and Vocational Education and Training system in South Africa