



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

Qualification Profile of Lecturers Employed in Public Technical and Vocational Education and Training Colleges in South Africa

2014

**Chief-Directorate: Teaching and Learning Development
University Education Branch
Department of Higher Education and Training**

TABLE OF CONTENTS

Abbreviations used in this report	Page 3
How the report was generated	Page 4
Working with the data extract from the national database to determine qualification status of TVET lecturers	Page 4
A note on categories of qualification status of lecturers	Page 5

A: NATIONAL PROFILE OF LECTURERS AS A COMPLEMENT THE STAFF OF PUBLIC TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

Table 1	Number of staff by gender across staff categories in 2014	Page 6
Table 2	Number of staff by population group across staff categories in 2014	Page 6
Table 3	Number of staff by nationality in 2014	Page 6
Table 4	Number of staff by home language in 2014	Page 7
Table 5	Number of staff by nature of employment in 2014	Page 7
Table 6	Number of lecturers by province and by age categories in 2014	Page 8

B: QUALIFICATION STATUS OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING LECTURERS IN 2014

Table 7	Number of TVET lecturers by qualification status by province per nature of appointment	Page 9
---------	--	--------

C: EXTENT TO WHICH TVET COLLEGE LECTURERS NEED ACCESS TO THE RANGE OF QUALIFICATIONS DESCRIBED IN THE POLICY ON PROFESSIONAL QUALIFICATIONS FOR LECTURERS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (DHET, 2013)

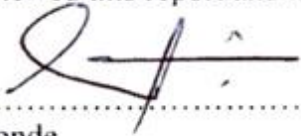
Table 8	Number of TVET lecturers requiring specific qualifications as the next step on a qualification development pathway, by province and by nature of appointment	Page 10
---------	--	---------

Abbreviations used in this report

Adv. Cert. (TVET)	Advanced Certificate in Technical and Vocational Education and Training
Adv. Dip. (TVT)	Advanced Diploma in Technical and Vocational Teaching
B Ed (TVT)	Bachelor of Education in Technical and Vocational Teaching
Dip. (TVT)	Diploma in Technical and Vocational Teaching
HETIS	Higher Education and Training Information System
NQF	National Qualifications Framework
TQP	Teaching Qualifications and Policy
TVET	Technical and Vocational Education and Training

Director-General sign-off

I have reviewed this report and noted its contents.



.....
Mr GF Qonde

Date: 24 / 03 / 2016

How the report was generated

The Department of Higher Education and Training conducts an annual survey of public TVET colleges which uses a standard questionnaire to collect a wide range of information. This includes information on lecturers teaching in the colleges, including the qualifications they hold, through a section on the questionnaire which is completed by individual lecturers.

Once the questionnaires are filled in, the information is collated at college level, checked and captured using an electronic application which is then submitted to the national department. Further checking and cleaning of data, identification of gaps and inconsistencies and corrections of these happen at national level and the process results in a reliable access database which can be used to draw datasets and develop reports such as the one presented here.

In reading this report, a factor that must be kept in mind is that staff do not fill in all parts of the questionnaire, and the goal of this exercise is to get all of them to do so. In 2014, 5 712 lecturers completed the questionnaire and there were 7 789 lecturers employed in the colleges at the time. Therefore the report is based on a 73, 3% sample of lecturers, which is a large enough sample to provide a fairly accurate picture of lecturer qualification profiles in the public TVET college sector. Because staff do not fill in all sections of the questionnaire the staff totals shown in the tables in this document may vary.

However, as it is not a full data set the trends presented in this document should be regarded as indicative rather than definitive.

Working with the data extract from the national database to determine qualification status of TVET lecturers

The Teaching Qualifications and Policy (TQP) Directorate at the Department of Higher Education and Training has the function of evaluating qualifications for employment in education. Officials in the directorate are specialists in determine the professional status of applicants for teaching in a specific sector based on the set of qualifications they put forward for evaluation.

A group of 4 TQP officials worked with the qualification profile of lecturers captured in the extract from the national database and:

1. Determined the qualification status of each.
2. Identified what TVET qualification would be suitable as a next step in a development trajectory for each lecturer.

A note on categories of qualification status of lecturers

<p>Unqualified lecturers</p>	<p>Lecturers who do not hold an academic qualification that represents at least three years of post-school full-time study and deemed to be at NQF level 6 or above, nor do they hold a professional (teaching) qualification.</p> <p>These lecturers would need to complete academic and professional studies at an appropriate level in order to be deemed professionally qualified.</p> <p>Appropriate qualifications in the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training (DHET, 2013) that would meet the needs of this group of lecturers are:</p> <ul style="list-style-type: none"> • Diploma in Technical and Vocational Teaching • Bachelor of Education in Technical and Vocational Teaching
<p>Academically qualified but professionally unqualified</p>	<p>Lecturers who do hold an academic qualification that represents at least three years of post-school full-time study and deemed to be at NQF level 6 or above, but who do not hold a professional teaching qualification.</p> <p>The appropriate qualification in the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training (DHET, 2013) that would meet the needs of this group of lecturers is the:</p> <ul style="list-style-type: none"> • Advanced Diploma in Technical and Vocational Teaching
<p>Academically qualified and professionally qualified, but for the schooling sector.</p>	<p>These are lecturers who trained and qualified as school teachers, but who are now teaching in a TVET college.</p> <p>The appropriate qualification in the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training (DHET, 2013) that would meet the needs of this group of lecturers is the:</p> <ul style="list-style-type: none"> • Advanced Certificate in Technical and Vocational Teaching.
<p>Academically and professionally qualified as a college lecturer</p>	<p>These are lecturers who hold academic and/or professional qualifications that enable them to be recognised as fully qualified to teach in the college sector.</p> <p>These lecturers would be able to pursue higher level postgraduate qualifications that deepen the expertise in their disciplines or that develops expertise in role specialisations applicable to the college sector.</p> <p>Appropriate qualifications in the Policy on Professional Qualifications for Lecturers in Technical and Vocational Education and Training (DHET, 2013) that would meet the needs of this group of lecturers are:</p> <ul style="list-style-type: none"> • Postgraduate Diploma in Technical and Vocational Education • Bachelor of Education Honours in Technical and Vocational Education

A: NATIONAL PROFILE OF LECTURERS AS A COMPONENT OF THE STAFF OF PUBLIC TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

Table 1: Number of staff by gender across staff categories in 2014

Staff Category	Male	Female	Total
Lecturing staff	4,076	3,713	7,789
Management staff	272	199	471
Support staff	2,084	3,031	5,115
Grand total	6,432	6,943	13,375

Table 1 shows that in 2014:

- Of a total staff complement of 13 375, lecturers made up 58.2% (7 789), management staff made up 3.5% (471) and support staff made up 38.3% (5 115).
- Of the lecturing staff, males constituted 52.3% (4 076) and females constituted 47.7% (3 713) of a total lecturing staff complement of 7 789.
- Of the management staff, 57.7% (272) were male, and 42, 3% (199) were female of a total management staff complement of 471.
- 40.7% (2 084) of the support staff were male whilst 59.3% (3 031) were female.

Table 2: Number of staff by population group across staff categories in 2014

Staff Category	Black African	Coloured	Indian	White	Total that declared pop. des.	Other	Total that responded to question
Lecturing staff	5,477	705	322	32	6,536	1,082	7,618
Management staff	262	70	21	3	356	101	457
Support staff	3,877	648	91	13	4,629	356	4,985
Grand total	9,616	1,423	434	48	11,521	1,539	13,060

Table 2 shows that in 2014:

- Black Africans by far made up the largest proportion of the 11 521 lecturing staff who declared population designation, constituting 83.8% (6 536), followed by Coloureds (10.7%/705), Indians (4.9%/322) and Whites (0.5%/32)
- A similar trend existed for staff in the management and support staff categories.

Table 3: Number of staff by nationality in 2014

Staff Category	South African	Foreign national	Total
Lecturing staff	7,469	326	7,795
Management staff	464	7	471
Support staff	5,080	35	5,115
Grand total	13,013	368	13,381

Table 3 shows that:

- The majority of TVET college staff are South African nationals.
- Of the 368 foreign nationals employed in the public TVET college sector, 326 (88.6%) are employed as lecturers.

Table 4: Number of staff by home language in 2014

Staff Category	Afrik.	Eng.	Isi-Ndebele	Sepedi	Si-Swati	Xit-songa	Tshi-venda	Set-swana	Isi-Xhosa	Isi-Zulu	Se-sotho	SA SL	Not specified	Total
Lecturing staff	1,255	1,003	95	817	90	213	372	519	1,075	1,502	551	17	232	7,741
Management staff	119	84	4	38	3	11	16	22	73	55	35	0	5	465
Support staff	775	381	50	592	69	98	197	429	997	1,041	398	17	11	5,055
Grand total	2,149	1,468	149	1,447	162	322	585	970	2,145	2,598	984	34	248	13,261

Table 4 shows that:

- The bulk of lecturers declared IsiZulu (1502), Afrikaans (1 255), IsiXhosa (1 075) and English (1 003) as home language.

Table 5: Number of staff by nature of employment in 2014

Category	Permanent	Temporary / contract	Total	Full time	Part Time	Grand Total
Principal	75	7	82	76	2	78
Vice-Principal	78	15	93	84	6	90
HOD	334	38	372	360	7	367
Lecturer	4,302	2,682	6,984	6,362	542	6,904
Education specialist	615	23	638	623	5	628
Support	3,503	1,361	4,864	4,588	161	4,749
Other	146	90	236	212	21	233
Grand total	9,053	4,216	13,269	12,229	742	13,049

Table 5 shows that:

- The permanent: temporary overall staff ratio is 2.1 to 1. For lecturing staff the ratio is 1.6 to 1.
- The full-time: part-time overall staff ratio 16.5 to 1. For lecturing staff it is 11.7 to 1.

Table 6: Number of lecturers by province and by age categories in 2014

Province	Category	<30	31-40	41-50	51-60	61-65	Older than 65 years	Undefined	Grand Total
EC	Female	63	150	118	45	5	3	0	384
	Male	93	106	98	69	17	5	0	388
Total		156	256	216	114	22	8	0	772
FS	Female	29	46	32	25	10	2	0	144
	Male	33	33	28	28	17	3	0	142
Total		62	79	60	53	27	5	0	286
KZN	Female	196	301	152	55	19	5	4	732
	Male	213	325	185	97	40	13	4	877
Total		409	626	337	152	59	18	8	1609
GP	Female	63	140	145	70	15	5	0	438
	Male	77	160	175	121	33	29	1	596
Total		140	300	320	191	48	34	1	1034
LP	Female	37	67	68	19	1	0	0	192
	Male	44	110	108	38	8	0	0	308
Total		81	177	176	57	9	0	0	500
MP	Female	22	27	43	28	4	0	0	124
	Male	11	59	46	33	0	2	4	155
Total		33	86	89	61	4	2	4	279
NC	Female	14	22	17	11	5	0	0	69
	Male	13	30	17	17	4	2	0	83
Total		27	52	34	28	9	2	0	152
NW	Female	40	66	54	15	5	0	0	180
	Male	55	67	64	23	7	7	1	224
Total		95	133	118	38	12	7	1	404
WC	Female	54	81	89	90	27	7	0	348
	Male	32	83	72	92	41	7	1	328
Total		86	164	161	182	68	14	1	676
RSA	Female	518	900	718	358	91	22	4	2611
	Male	571	973	793	518	167	68	11	3101
Grand Total		1089	1873	1511	876	258	90	15	5712

Table 6 shows that:

- A high proportion of the lecturers (4 473 or 78.3%) are under the age of 51.
- The biggest number of lecturers (1 873 or 32.8%) are between 31 and 40 years of age.
- A large proportion of lecturers (1 089 or 19%) are under 31 years of age.

B: QUALIFICATION STATUS OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING LECTURERS IN 2014

Table 7: Number of TVET lecturers by qualification status by province per nature of appointment

Province	Employment Status	Qualification Status				Totals
		Academically and Professionally qualified as a college lecturer	Academically and Professionally qualified as a school teacher	Academically qualified /Professionally unqualified	Unqualified	
Eastern Cape	Permanent	47	175	131	43	396
	Temporary	40	82	199	55	376
Total		87	257	330	98	772
Free State	Permanent	17	80	77	19	193
	Temporary	9	22	40	22	93
Total		26	102	117	41	286
Gauteng	Permanent	109	334	190	80	713
	Temporary	39	72	155	55	321
Total		148	406	345	135	1034
KwaZulu-Natal	Permanent	288	341	440	107	1176
	Temporary	64	121	211	37	433
Total		352	462	651	144	1609
Limpopo	Permanent	48	123	165	30	366
	Temporary	20	29	70	15	134
Total		68	152	235	45	500
Mpumalanga	Permanent	22	100	50	36	208
	Temporary	4	22	27	18	71
Total		26	122	77	54	279
Northern Cape	Permanent	8	28	13	3	52
	Temporary	9	23	49	19	100
Total		17	51	62	22	152
North West	Permanent	31	111	131	34	307
	Temporary	5	10	67	15	97
Total		36	121	198	49	404
Western Cape	Permanent	51	154	62	21	288
	Temporary	43	146	125	74	388
Total		94	300	187	95	676
RSA	Permanent	621	1446	1259	373	3699
	Temporary	233	527	943	310	2013
	Grand Total	854	1973	2202	683	5712

5712 lecturers of 7 789 provided qualification information which enabled qualification status to be determined. This represented 73.3% of the group. Of the 5 712 (73.3% sample):

- 683 (12%) were deemed to be academically and professionally unqualified.
- 2 202 (38.6%) were deemed to be academically qualified but professionally unqualified.
- 1 973 (34.5%) were deemed to be academically and professionally qualified but for the schooling sector.
- 854 (15%) were deemed to be academically and professionally qualified for the TVET sector.

C: EXTENT TO WHICH TVET COLLEGE LECTURERS NEED ACCESS TO THE RANGE OF QUALIFICATIONS DESCRIBED IN THE POLICY ON PROFESSIONAL QUALIFICATIONS FOR LECTURERS IN TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (DHET, 2013)

Table 8: Number of TVET lecturers requiring specific qualifications as the next step on a qualification development pathway, by province and by nature of appointment

Province	Nature of Appointment	Type of Qualification				TOTAL
		Initial Professional		Retraining	Post Professional	
		Dip. (TVT) or B Ed (TVT)	Adv. Dip. (TVT)	Adv. Cert. (TVET)	Adv. Dip. (TVET); PG Dip (TVET); Honours; Masters; PhD	
Eastern Cape	Permanent	43	131	201	21	396
	Temporary	55	199	97	25	376
Total		98	330	298	46	772
Free State	Permanent	19	77	97	0	193
	Temporary	22	40	31	0	93
Total		41	117	128	0	286
Gauteng	Permanent	80	190	429	14	713
	Temporary	55	155	107	4	321
Total		135	345	536	18	1034
KZN	Permanent	107	440	582	47	1176
	Temporary	37	211	163	22	433
Total		144	651	745	69	1609
Limpopo	Permanent	30	165	156	15	366
	Temporary	15	70	39	10	134
Total		45	235	195	25	500
Mpumalanga	Permanent	36	50	118	4	208
	Temporary	18	27	25	1	71
Total		54	77	143	5	279
Northern Cape	Permanent	3	13	35	1	52
	Temporary	19	49	30	2	100
Total		22	62	65	3	152
North West	Permanent	34	131	128	14	307
	Temporary	15	67	13	2	97
Total		49	198	141	16	404
Western Cape	Permanent	21	62	204	1	288
	Temporary	74	125	185	4	388
Total		95	187	389	5	676
RSA	Permanent	373	1259	1950	117	3699
	Temporary	310	943	690	70	2013
	Grand Total	683	2202	2640	187	5712

Of the 5 712 (73.3% sample):

- 683 (12%) lecturers require an initial professional qualification, the Dip. (TVT) or the B Ed (TVT).
- 2 202 (38.6%) lecturers require the capping initial professional qualification, the Adv. Dip. (TVT).
- 2 640 (46.21%) lecturers require the retraining qualification, the Adv. Cert. (TVET).
- 187 (3.3%) lecturers can proceed to relevant postgraduate qualifications in technical and vocational education and training.