Commission 4
Enhancing Teaching and Learning in TVET Colleges
How to increase throughput in TVET Colleges
Ken (SSACI) shared the outcome of a pilot project for implementing Lecturer workplace exposure at 10 TVET colleges. This project will be rolled out to 28 colleges in 2014 - 2016. He pointed out LWE is emphasised in the White Paper and is also an integral part of all newly developed TVET lecturers Qualification, incorporating between 2 and 20 weeks of Lecturer Workplace Based Experience (LWE). LWE impact positively on lecturers: it develops, motivates, energises and enhances existing skills. Develops broader and deeper relationships between colleges and industry.
LWE must be a systematic approach which has specific phases

Phases: planning, engagement, reflection and integration (experience from LWE is incorporated into lesson plans)

The supportive role of college management in ensuring successful LWE is critical and incorporates: finding workplaces, carving space in the timetable and budgeting for LWE

LWE must benefit lecturer, college and employer

Lecturer should take responsibility for industry engagements as part of his or her own professional development
The group emphasized that quality teaching is the most critical factor in the performance of students. The quality of lecturer development will to a great extent determine the future success and stability of the TVET sector. In KZN there are a large number of lecturers who are not sufficiently qualified. They lack academic qualifications and/or professional qualifications and/or industry experience. A model was developed and implemented for lecturer professional development which is flexible, accessible, relevant and effective. Delivered in a Mixed Mode, including contact sessions on Saturdays and during holidays as well as distance learning.
They developed a TVET community of practitioners, to share best practice. The training was transformative in nature as there was clear evidence of improved classroom practices, resulting in improved student performance and throughput. It motivated many of the participating lecturers to register for further formal qualifications. Impacted positively on their career development (promotion) and retention of staff in the TVET sector. Training materials were developed specifically for TVET lecturer training.
The composition of the student population has changed considerably in the last ten years.

Implementation of NCV (younger students) and introduction of student financial aid (socio economic challenges) has resulted in more high risk students.

Many students are more technologically advanced than some of the lecturers.

Student Support Services and Academic Support has become essential to ensure improved throughput.

DHET SSS framework identifies 4 categories of student support (Main stream, foundational, catch up and slower stream support).
Academic support, where the lecturer is the main role player is the most critical factor to ensure improved throughput.

Lecturers must be competent to plan, deliver and assess the curriculum.

Lecturers must be able to recognise and identify students with different learning styles.

Lecturer must be willing to engage in different teaching styles and Embrace technology.
Management support to ensure effective teaching is essential
Management must create a culture of teaching and learning
Equip lecturers with teaching and learning resources
Management must reward good teaching
There must be a clear Academic Support strategy
  There must be a budget for Academic Support
Academic organisational structure must ensure an integrated Academic Support model to improve throughput
Common Theme in all three presentations

Effective TVET instruction is based on 3 pillars
  Technical Competence
  Pedagogical Skills
  Industry Experience

It is rare to find a TVET lecturer who presents with all 3 elements.

Lecturers with workplace experience is essential to ensure quality teaching and learning in TVET colleges.
Recommendations going forward

DHET to Revise funding norms and standards to include Academic Support and WIL for both staff and students
DHET to development a policy for LWE – working hours, remuneration
Academic Support must be integrated into departments and into programme delivery

The existence of credible data base with reliable statistics in order for colleges to benchmark their performance, guide Academic Support strategies and enable colleges to reward good performance is critical.
Recommendations going forward

DHET to develop a credible and relevant Performance Management system for TVET college lecturers (IQMS not relevant) to ensure accountability

Integration with industry must be approached in a holistic manner

The DHET organisation structure for TVET colleges must be sufficiently funded. Essential posts critical to improved throughput (e.g. Student Support Services) should not have to be funded out of college funds

Lecturers who have completed LWE must be able to generate credits towards future TVET qualifications that have a compulsory WIL component

LWE should be a pre-requisite for promotion and notch increases
Immediate interventions by colleges

Assess students on enrolment and provide career guidance to ensure suitable programme placement and identify Academic Support needs.

Develop Academic Support strategy based on year end performance.

Budget for Academic Support and WIL within your financial means.

Don’t wait for DHET.

Establish communities of practice in your region to share best practice.

Develop strategies to actively engage with industry.
THANK YOU