



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL ACADEMIC SUPPORT GUIDELINES FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING COLLEGES

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LIST OF ACRONYMS AND ABBREVIATIONS

AET	Adult Education and Training
CET Act	Continuity Education and Training Act (16 of 2006)
CWPT	Class Wide Peer Tutoring
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
DRU	Disability Rights Unit
LSEN	Learners with Special Education Needs
NC (V)	National Certificate (Vocational)
NQF	National Qualifications Framework
PAL	Peer Assisted Learning Strategies
PLP	Pre-Vocational Learning Programme
PSET	Post-School Education and Training
RPT	Reciprocal Peer Tutoring
SNE	Special Needs Education
SwD	Students with Disabilities
SSS	Student Support Services
TVET	Technical and Vocational Education and Training
WBE	Work Based Experience
WIL	Work Integrated Learning

DEFINITION OF TERMS

Academic support : May refer to a wide variety of academic intervention strategies, such as those related to instructional methods, educational services or college resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet the teaching and learning standards, succeed in the college. This support also include accommodation of a variety of teaching and learning styles and academic counselling (e.g. tutoring study skills, test-taking skills).

Pre-Vocational Learning Programme (PLP): Vocational preparation education intended to address gaps in general foundational learning and to effectively prepare students to access technical and vocational programmes.

Students academically ‘at risk’: Students with learning barriers, academic challenges, higher probability of failing or not completing their qualifications within the prescribed time limit. This applies to both high performing they must also be given consideration as the low performing students.

Students with special education needs/students with disabilities: Students with any of various challenges (such as a physical, emotional, behavioural, or learning disability or impairment) that causes an individual student to require additional or specialised services or accommodation (such as in education, recreation, etc.).

INTRODUCTION

1. The Department of Higher Education and Training seeks to provide guidance in creating a conducive teaching and learning environment that is responsive to individual student needs in all 50 Technical and Vocational Education and Training (TVET) Colleges.
2. The *White Paper on Post-School Education and Training System* indicates that TVET Colleges must cater for learners of all ages that are seeking education and training. Following the announcement on the introduction of fee-free education for the poor and working class students in December 2017, the National Student Financial Aid Scheme (NSFAS) allocation for TVET College students increased from R2, 437 billion in 2017 to R5, 164 billion in 2018 and this represents a 112% increase in the allocation.
3. Given the massive investment in the TVET college sector outlined above in an effort to provide access to more students who were previously excluded, the South African taxpayers legitimately expect a return on their investment. Though the pass rates have improved over the past few years there is still room for improvement. In a context such as this, the centrality of student support services in enabling learners to choose programmes that are aligned to their interests and cognitive capability, guided by the critical skills areas of the country cannot be overstated. In addition, the academic support offered to students is of paramount importance for ensuring both student success and in turn student confidence to continue on a path of success.

BACKGROUND

4. Colleges continue to prioritise student financial aid at the expense of other support areas. Furthermore, the provision of Student Support Services is seen as the sole responsibility of the Student Support Services unit rather than the responsibility of everyone in the college's value chain. If the TVET college sector is serious about improving students' pass rates, there has to be dedicated focus on consistent provisioning of Student Support Services to remove barriers to learning and improve chances of students' success. To achieve this objective requires concerted efforts from the various key stakeholders at the college, such as the college council, college management, academic board, curriculum and Student Support Services units and active participation of students.

5. The *Student Support Services Framework* promotes the provision of academic support throughout the student's college life from pre-entry to exit level. Academic support is critical during pre-entry to ensure that a student is placed in the correct programme through effective career guidance and that the selection and placement test identifies the foundational learning academic support that the student needs. In respect of on-course support the student is provided with academic support from inside and outside of the classroom.
6. Academic support is aimed at improving the performance of underperforming students in all programmes offered in TVET Colleges (i.e. Pre-Vocational Learning Programme (PLP), National Certificate (Vocational) (NC(V)) programme, Report 191 programme, occupational programmes and short courses) to a required performance level. This requires that the necessary academic support is made available to those experiencing difficulty in performing at the required level for a variety of reasons, such as well as poor foundational knowledge and skills carried forth from lower levels of learning, as well as poor grasp of subject knowledge attributed to a range of causal factors, including poor motivational levels. On completion of the PLP programme the student may, subject to meeting the admission criteria, commence in the chosen field of study either in NCV or Report 191 N1 or in the future other relevant Quality Council for Trades and Occupations (QCTO) Occupational Certificate programmes.
7. TVET colleges must be able to tackle a myriad of challenges that students have such as low morale as well as poor study and life skills which are compounded by socio-economic challenges such as poverty, crime and substance abuse. These students come from different education backgrounds such as Adult Education and Training (AET), Basic Education, and students who did not meet entry requirements to pursue their studies in universities. Colleges have a responsibility to support these students to the extent that they are able to cope with the cognitive demands of their studies.
8. Student Support Services is not a fully funded mandate and thus in respect of provision of these services colleges are different levels and resourced differently. The college councils must consider using the college funds or sourcing from external sources such as sponsorships and donations in order to enhance provision of Student Support Services and

the relevant infrastructure such as fully equipped student resource centres across all campuses.

9. The latest advancements in Information Technology, natural disasters and pandemics have changed the traditional teaching and learning and forced the sector to investigate and utilise modern creative ways of teaching and learning such as online and remote teaching and learning. Colleges are urged to invest and improve their teaching and learning strategies by using modern technology.

OBJECTIVES

10. The *National Academic Support Guidelines for Technical and Vocational Education and Training Colleges* are, amongst others, intended to:
 - 10.1 Provide guidance to TVET Colleges on how to respond to the effects of unpreparedness of new students enrolling into TVET Colleges;
 - 10.2 To provide guidance to TVET colleges on the importance of student profiling so as to generate data that directs relevant academic support to where it is required;
 - 10.3 Provide guidance to TVET colleges to develop their own effective academic support programmes and interventions for underperforming students and high achievers who require special academic support interventions that stretch them beyond the current curriculum knowledge; and
 - 10.4 Enable TVET colleges to move from providing decontextualized and generalised academic support interventions to data driven targeted interventions to enhance student engagement, retention and success.

APPLICATION

11. This *National Academic Support Guidelines for Technical and Vocational Education and Training Colleges* must be used by TVET colleges as a guide in developing their own academic support policies and programmes.

RATIONALE

12. The development of the *National Academic Support Guidelines for Technical and Vocational Education and Training Colleges* is informed by the available evidence which suggests that Student Support Services, academic support in particular, improves performance and completion rates. Therefore, the education of students must be undertaken in a holistic fashion, treating the student as a whole person and appreciating that students come from different learning backgrounds and thus have different learning barriers and learning gaps. This is in keeping with the idea that education is for the purposes of enhancing the quality of life of citizens and ensuring increased participation in the social and economic spheres of society.
13. The *National Academic Support Guidelines for Technical and Vocational Education and Training Colleges* outline the expectations and responsibilities of staff to identify students with learning support needs and to direct them to or provide them with appropriate resources.

PRE-ENTRY ACADEMIC SUPPORT

14. Career guidance and course selection should be linked to employment prospects. Placement should entail selecting students on the basis of career interest assessment, cognitive ability and alternative admissions tests. Students' entry-level abilities, knowledge and language proficiency should be used to feed into curriculum delivery.
15. The selection and placement test tools/instruments must be well developed and properly researched. The tester must be properly trained /accredited. The tool /instrument must be able to measure and predict the student's learning gaps. When information is collected it is necessary to create a student profile which will indicate further academic support strategies/interventions for the student and this should be communicated to the parent or guardian when necessary.
16. A student with academic challenges requires temporary or ongoing intervention in order to succeed academically. If a student is not supported there is a high probability of the student failing or dropping out. There are quite a number of factors that contribute to students' academic challenges and these include, amongst others, low socio-economic status, health

issues, physical disabilities; learning abilities, habitual truancy, incarceration, family crises and unemployment status.

17. The Pre-Vocational Learning Programme (PLP) is a programme was developed for students who do not meet the admission requirements to enter into the NC (V) Programme and Report 191 (N1). The focus of this programme is to enhance the students foundational knowledge in English, Mathematical competence and Scientific literacy depending on the chosen field of study. These students must be closely monitored and supported to meet the required level of performance in the programme until completion.

IDENTIFYING STUDENTS WITH ACADEMIC CHALLENGES

18. The identification of a student at risk should take place as early as possible in order to provide the best support possible to the student with the aim to enable maximum academic achievement. The different methods of identifying students at risk are defined as follows:

18.1 **The Paper Screening:** The first stage of screening for at risk students is when the prospective student applies to the TVET College. Questions to identify such students include, but are not limited to, the following:

- a) How old is the student?
- b) What is the highest school grade passed?
- c) What is the reason for the student being in a lower level given their advanced age;
- d) Did the prospective student indicate a learning or physical disability on the application form?

18.2 **Observing:** The second stage of screening entails observation by the test administrators during the process of completing the screening test by the student. The DHET has made the administration of screening tests prior to registration compulsory. When administering screening tools, a student is subjected to a classroom simulation and the test administrators should closely observe for any indicators of students at risk. Indicators could be any abnormal behavior, for example:

- a) Squinting of eyes;
- b) Distance of the face/eyes to the test booklet or computer screen;
- c) Hyperactive behaviour;
- d) Very slow and lethargic conduct; and
- e) Inability to follow instructions, etc.

18.3 Interview: The third stage of screening is during the interview stage. Results of the screening tools should be individually discussed with students and test administrators must be trained to be observant of any hidden indicators. Prospective students might be hesitant to disclose disabilities or barriers to learning, because they might fear stigmatisation, refusal of access to the TVET College on the basis of a barrier to learning, or mistaken believe that they have outgrown the barrier. An observant and alert test administrator will be able to identify possible barriers and can set the student at ease by discussing these challenges and support offered by the college. Example of typical interview questions:

- a) What is the highest school grade that you passed?
- b) Have you ever repeated a school grade? If yes, when was it and what were the reasons?
- c) Have you ever experienced any medical incident that might have influenced your studies?
- d) According to you, what is the reason for not completing your studies?

18.4 Motivation: The last stage of pre-entry screening is the determination of career interest. A major cause of academic failure is that a student might register for a programme that she/he is not interested in. Interest in a career is a strong motivator and therefore the career interest screening test results must also be discussed with the prospective student to ensure that the student will register for a programme of choice, and not for a programme because it is the only one in which there is space available or it is a programme recommended by family members. Examples of questions that may be asked:

- a) You are intending to apply for... (*name of the programme*). What does a person with this qualification do?
- b) Why did you decide to apply for this qualification?
- c) Which career do you want to pursue for the next 10 years?

19. The following are risks that colleges should eliminate during pre-entry support phase to ensure academic achievement:

19.1. **Staff-Related Risks:** The risk that unqualified/untrained persons/ lecturers/ support staff may render wrong advice to a student. The first step towards academic success is to register for the most appropriate programme. Staff members must be qualified and trained in skills such as career advisory services and in education support to enable them to identify students at risk.

19.2. **Information / Activity Related Risks:**

- a) A student will drop out due to ineffective academic guidance/wrong career choice/ misconceptions/insufficient information about the career and job opportunities;
- b) There is a mismatch between the students' academic and psycho-social background and the selected career programme;
- c) The placement test results may not be reliable due to test anxiety; and
- d) The placement tools may be ignored as a guideline, or not included in a total approach to pre-entry support and later academic support.

19.3. **Time-Related Risks:**

- a) The risk that a student may not receive adequate or no career guidance; and
- b) The risk that insufficient time is spent during the registration period because of too many applicants and not enough qualified staff members.

19.4. **Student-Related Risks:**

- a) The risk that a student may make a wrong choice due to peer /parent pressure;
- b) The risk that a student's abilities/unrealistic expectations/capabilities do not match the career choice;
- c) The risk that a student has not done sufficient research relating to their career of choice; and
- d) The risk that a student does not have the right aptitude for the programme.

19.5. **Academic Background:**

- a) The PLP might not be utilised effectively to assist the student to articulate into Ministerially approved programmes;
- b) The risk that a poor induction programme will not provide the necessary basic information on academic requirements;
- c) The risk that “at-risk students” may not be properly identified during pre-entry; and
- d) The risk that the information gathered at pre-entry level about the academic needs of the student may not be communicated and taken into cognisance during on-course and exit levels.

ON-COURSE ACADEMIC SUPPORT

20. TVET Colleges are encouraged to develop or make use of individualised interventions and researched intervention models to minimise a one-size-fits-all approach and implement intervention strategies that will add value during implementation of the college improvement plans.
21. Lecturers have to play a greater role not only in the provision of quality teaching but also in the creation of conducive and inclusive learning environments in the classroom. They must focus on providing a supportive academic learning environment, ensure students attend class regularly, use different teaching methods which encourage active classroom engagements and use different classroom assessment techniques. Lecturers’ and/or remedial lecturers’ purpose and duties are to assess, diagnose and monitor students’ performance during on-course support. Lecturers should work together with Student Support Services when conducting academic support programmes and ensure that the student is provided holistic support.
22. In the provision of on-course academic support in selected subjects or subject areas, poor student performance in specific fundamental and vocational subjects is identified by the College through the analysis of results after assessments. The analysis of results assists the institution to trace and support students with academic support challenges. TVET colleges have a duty to offer academic support to all students including the best performing students.

There is a need to continuously motivate and inspire best performing students, by encouraging the institutions to offer more challenging tasks or activities.

23. A student that is considered a repeater must attend compulsory academic support interventions and should sign a letter of commitment to attend the academic support intervention programmes until they meet the required standards to move to the next level of study. The college must draft documents that stipulate the terms and conditions, responsibilities, punitive measures if the student does not fulfil her/his responsibilities.

ACADEMIC SUPPORT PROGRAMMES

24. **Academic Induction** – a TVET College must, through its prospectus, indicate when and how the college will conduct and orientate students into academic programmes, irrespective of the nature of the programme they have enrolled for. The academic induction specifically focuses on the curriculum activities and it is the responsibility of the Head of Departments in campuses as per their delegation. The academic induction should have structured activities and provide valuable information such as the academic calendar, class attendance policy, and code of conduct, assessment and subject guidelines, and examination requirements which must be thoroughly explained to students. The lecturer as the subject expert should also conduct an academic induction which will focus on the introduction of subject and modules; the assessment requirements and dates of each assessment. The academic induction can also assist the lecturer to profile his/her students, this process assists in understanding the psycho social and socio economic challenges that may hinder the students success, build rapport and to share information on available academic support programmes.
25. **Classroom academic support** - building good relations between lecturers and students is vital in enhancing the trust relationship between a student and a lecturer. This foundation will enable lecturers to diagnose learning challenges and introduce early interventions.
26. **Catch-up support** for high-risk subjects to improve performance in high-risk subjects must be accompanied by ongoing monitoring and evaluation, reporting on student attendance and documentation of actual interventions (communication with the student, notes, etc.).

27. **Slower stream models** - features are similar to the 'catch-up' model, however, students cover the curriculum at a slower pace over an extended period of time.
28. **Study skills** are techniques that can be used to assist students to develop skills such as organising new and old information, retaining information, effective reading, note taking and motivation. Study skills should be easily available to all students by use of printed and electronic media throughout the year to assist them to organise and plan their college tasks, assignments and tests/examinations. Lecturers/ Life Orientation lecturers /Subject specialists and Student Support Services must coordinate structured workshops to assist students with effective study skills methods for different subjects.
29. **Mentorship programmes** – a student to student programme which should focus on aligning the academic and the psychosocial programmes and should emphasize the variable role of student mentors. The mentorship programme should include the process of learning how students are socialized into learning, student development and the expectations of higher education.
30. **Peer Tutoring** is a highly regarded intervention that allows students to receive one-on-one assistance. There are increased opportunities to respond in smaller groups and it promotes academic and social development for both the tutor and tutee. Furthermore, student engagement and time on task increases and it improves self-confidence and self-efficacy. There are different types of peer tutoring that can be used in the classroom by lecturers and students as peers such as Class wide Peer Tutoring (CWPT); Peer Assisted Learning Strategies (PALS); Same-age Peer Tutoring; Reciprocal Peer Tutoring (RPT). These types of peer tutoring programmes are defined as:
- 30.1 **Class Wide Peer Tutoring (CWPT)**: involves the lecturer dividing the entire class into groups of two to five students with differing ability levels. Students then act as tutors, tutees, or both tutors and tutees. Typically, CWPT involves highly structured procedures, direct rehearsal, competitive teams, and posting of scores. Student pairings or groups may change weekly or biweekly. The student pairings are based on achievement levels or student compatibility;

- 30.2 **Peer Assisted Learning Strategies (PALS):** involves a lecturer pairing students who need additional instruction or help with a peer who is capable of providing assistance. The groups are flexible and change often across a variety of subject areas or skills. All students have the opportunity to function as a tutor or tutee at differing times. Students are typically paired with other students who are at the same skill level, without a large discrepancy between abilities;
- 30.3 **Same Programme/level Peer Tutoring:** a more advanced student can be paired with less advanced students. The student who is low achieving is assisted with any limitations in content knowledge and the procedures are more flexible.
- 30.4 **Reciprocal Peer Tutoring (RPT):** Two or more students alternate between acting as the tutor and tutee during each session or subject area often higher performing students are paired with lower performing students. RPT utilises a structured format that encourages the use of teaching materials, monitoring answers, and evaluating and encouraging peers to alternate roles. Both group and individual rewards may be earned to motivate and maximize learning. Students in RPT may prepare the instructional materials and are responsible for monitoring and evaluating their peers once they have selected a goal and reward as outlined by their lecturer.
- 30.5 **Group and individual academic support sessions** are made available during the college day and evening by the lecturers or peer tutors. All students are encouraged to attend these coordinated sessions when further explanation is provided on concepts that are unclear.
31. **e-Academic support programmes** - computerised programme that can be utilised during student's free time and can be used to improve on subjects that the student is having challenges with such as Language (reading and writing), Mathematics and Science. Online programmes must enable students to access lessons taught, additional tasks for completion, worksheets, etc. Colleges must invest in resources such as student centres, computer laboratories, libraries or e-books to support research and exploratory tasks assigned to students. Online learning and use of multi-device ensure that the students' learning is self-paced, interesting and can be accessed at a point of need. The college must continuously research and analyse the effectiveness of e-academic support programmes.

32. **Co-curricular Activities** - The development and institutionalisation of co-curricular activities is critical and thus it should be seen as intervention strategies to improve students' self-esteem and morale which will enhance their participation in class and to discover their talents. These activities can be conducted and linked to the subject curriculum or be conducted during competitions and after college hours. Co-curricular activities include, amongst others, the following:
- a) Science expos to showcase new scientific inventions and environmental ills that need attention in the world;
 - b) Mathematic Olympiad competition which encourages the love for mathematics;
 - c) Spelling bee and English Olympiad competitions encourage the love for language and spelling, debate competitions encourage critical thinking and research; and
 - d) Student parliament which is hosted by students themselves focuses on their academic performance as a student body.

CLASS ROOM REFERRAL SYSTEMS

33. A referral is a process undertaken by a lecturer to get additional support on a regular basis particularly beyond the classroom setup. The lecturer must document any steps taken to help a student improve in their studies. Documentation helps to establish a pattern which ultimately justifies the need for a referral and it may also help those involved with the referral process in establishing a plan to further assist the student. The lecturer/ student support official/ college psychologist/ social worker must make the student aware of the support available in the college and externally.
34. There are informal or formal referral steps which are three distinct types of referrals, namely; referrals for disciplinary issues, referrals for special education evaluations, and referrals to receive internal or external counselling services. Each type of referral has distinct steps that a lecturer must follow according to the college policy. A lecturer must attempt to resolve the issue before making a referral.
35. The college must design classroom referral forms for the referral system to be accurate for evidence and reporting purposes. The referral system should include personal details of students, programme and level of study, date of referral, name of the college official who

issued a referral, detailed information about the referral, steps taken and the evidence thereof attached and the name of the person who is assigned the referral.

36. If internal referrals (various academic support interventions) do not assist the student the college must advise the student and /or parent/guardian to consider external sources for appropriate professional assistance such as health care from the Department of Health, psychosocial support, counselling services provided by qualified personnel registered with the relevant board, e.g. the Health Professionals Council of South Africa (HPCSA); and
37. Feedback assists the college official who issued a referral and the student to reflect and evaluate the service provided and to determine if it was adequate and what further assistance is required.

EXIT ACADEMIC SUPPORT

38. **Work based experience (WBE)** – is an educational strategy that provides a setting where students can enhance their learning, explore career options, and demonstrate their academic, technical, and career readiness skills in an authentic work setting. This will enable students not to passively receive information given by lecturers or found in their textbooks. Colleges must not be isolated from the world of work as incorporation of students' experiences and learning outside of the college can be used to motivate and keep them engaged in their learning.
39. The use of real life examples or simulation in the classroom and during assessments may be used as a way to motivate disadvantaged, disengaged and poor performing students by giving them an opportunity to experience success through applied learning in practical settings, and the opportunity to come into contact with their mentors and role models. Work based experience can also promote maturity and growth, develop generic skills such as initiative and problem-solving. Finally, it may be used as a way of improving basic literacy and numeracy by helping students to understand the real-world application of basic skills in their teaching and learning.

ACADEMIC SUPPORT FOR STUDENTS WITH DISABILITIES

40. The *White paper 6 on Special Needs Education*, 2001 provides for an inclusive education framework which guides the transformation of practices related to barriers in teaching and learning. The White Paper also emphasises the need for a holistic approach in addressing disabilities which includes, specialised technology, assistive devices, reasonable accommodation and practices for students and staff with disabilities.
41. The college needs to adequately accommodate Students with Disabilities (SwDs) and to continuously train and raise awareness among the staff and students about issues of disability.
42. The *Annual Student Support Services Plan* stipulates that student disability support must be provided from pre-entry until exit support level by the designated Inclusive Education unit/ Disability Support unit/ health professionals within the SSS unit. These college officials must investigate and gather more information on the barriers to learning. It is crucial for TVET colleges to provide reasonable support to meet the needs of students with disabilities. However, engagements and partnerships with key stakeholders is also important for specialised referrals, capacity building and purchasing of suitable assistive devices.
43. When a student registers and submits their medical reports, concession applications must be completed and sent for DHET approval in order for the SwD to be provided support during examinations.
44. There is a need for colleges to have a designated Inclusive Education unit, Disability Support unit or Student Support Service (SSS) unit with specialised personnel to provide suitable academic support to students with disability. The college should have appropriate staffing and continuous capacity development of staff responsible for students with learning disabilities.

SELF- STUDY

45. **Study skills** – Students must note that studying is a skill and for a student to be successful in school/college/university it requires a high level of effective self-study skills. Students must learn these skills, practise them and develop effective study habits in order to be successful. Study habits and practices are developed and used in high school do not work for students in college which means students must relook or adapt new study skills. Every student is different which means they learn differently. The student needs to create their own study zone/environment, design own study timetables, and use their lecturers and publishers websites, textbooks, study guides, and past exam papers as resources. This support, resources and capacity building should be provided by the college as part of academic support.
46. There are 4 styles of learning and that is the visual, auditory, reading/writing preference and kinaesthetic learning style. Students can use a combination of all these learning styles or select a particular style of learning.
47. **Online teaching and learning and distance learning** – online teaching and learning can be just as effective as an in-person classroom. It is used to connect lecturers with student for them to engage remotely. It is the student's duty to learn how to access internet and use electronic devices such as a computer. The online teaching and learning platforms play a crucial role by providing students with access to digital study guides, past examination papers and marking guidelines, etc.
48. As an online student or remote learning student one of the most valuable skills you can have is effective time management. The better you manage your time, the easier it is to achieve your goal. Without the team spirit of a class to motivate you or having a set of time where you need to be on campus, effective time management is crucial to helping you stay focused. This includes having consistent time and workspace, blocking out distractions, avoiding surfing the internet and social media platforms.
49. **Examination preparation skills** - Examinations are an important part of learning and they may also cause anxiety to many students. In order to reduce the levels of anxiety students are encouraged to prepare early for examinations and to avoid last minute preparations. Past exam question papers provide a good indicator to a student regarding their level of

preparedness for examinations. They also provide a sort of a standard of questions that you are likely to get in the exam. You will be able to find past exam papers for your subject on your college webpages and some websites that cover TVET matters. When practising your responses, you do not need to write all the answers out in full. During the exam this will help your ability to retrieve information quickly and see how to apply it to the questions. Study guides are also an important source in addition to the notes and/or textbooks that are provided to students. Study guides have learning outcomes that guide students on what to focus on in a topic and what students are expected to know and are able to do. They also include weighting of different topics, which helps students in allocating time to study according to which topics will contribute more marks in the exam.

MONITORING AND EVALUATION INSTRUMENTS

50. The TVET Branch must ensure that student academic support programmes are monitored and that support is provided to colleges.

51. For implementation of these *National Academic Support Guidelines for Technical and Vocational Education and Training Colleges* to be effective it must be supported by a set of monitoring and evaluation instruments indicated below:
 - 51.1 Student questionnaires, Student impact forms and Student satisfaction surveys;
 - 51.2 Monthly /quarterly and annual report;
 - 51.3 Intervention strategy checklists;
 - 51.4 Diagnostic analysis Checklists;
 - 51.5 Subject diagnostic analysis forms;
 - 51.6 Remedial Tracking tools;
 - 51.7 Remedial action /feedback forms;
 - 51.8 Intervention implementation plans;
 - 51.9 Academic support annual activity plans;
 - 51.10 Annual surveys;
 - 52.1 Annual reports;
 - 51.11 Teaching and Learning Plan monitoring tool;
 - 51.12 SSS Plan monitoring tool; and
 - 51.13 Any other instruments as may be required from time to time

SHORT TITLE

National Academic Support Guidelines for Technical and Vocational Education and Training Colleges