

IMPROVING TEACHING AND LEARNING IN TVET COLLEGE SECTOR

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STRUCTURE OF PRESENTATION

- Historical overview of T&L function at SA TVET Colleges
- Analysis of staff and student numbers
- Macro steps towards improving T&L at TVET Colleges

OVERVIEW OF T&L FUNCTION AT SA TVET COLLEGES

- Institutional and governance challenges related to T&L (1994-2010)
 - Renaming of Technical Colleges as FET Colleges
 - National norms and standards for FET Colleges but provincial responsibility
 - Uneven expertise re FET Colleges in provinces

OVERVIEW OF T&L FUNCTION AT SA TVET COLLEGES

- Institutional and governance challenges related to T&L (1994-2010)
 - Merger and incorporation programme- reduction in number of FET Colleges
 - Uneven implementation of infrastructure renewal programme
 - Governance dysfunctionalities at some Colleges

OVERVIEW OF T&L FUNCTION AT SA TVET COLLEGES

- T&L and curriculum challenges related to T&L (1994-2010)
 - Scrapping of N programmes and introduction of NCV programmes
 - ‘Temporary’ re-introduction of some N programmes
 - Collapse of artisan training
 - ‘Outflow’ of lecturing staff for variety of reasons

OVERVIEW OF T&L FUNCTION AT SA TVET COLLEGES

- Funding challenges related to T&L (1994-2010)
 - 2006 KPMG revision of funding model – unaffordable
 - 2010 Revision of KPMG model by DHET Task Team
 - Severe transfer payment problems in provinces
 - Increasing importance of ‘own’ income

OVERVIEW OF T&L FUNCTION AT SA TVET COLLEGES

- Other challenges related to T&L (1994-2010)
 - Investigation re role of FET Colleges but???
 - Closure of Colleges of Education – implications
 - Participation in CS educator system- implications
 - Collapse of any form of MIS for FET Colleges
 - Decision on transfer of FET Colleges to DHET

OVERVIEW OF T&L FUNCTION AT SA TVET COLLEGES

- Challenges related to T&L (post 2010)
- Transfer as national competence in 2011
- Lack of sufficient FET College and T&L knowledge in DHET
- FET Colleges seen as solution to:
 - Problem of 'unemployed youth'
 - Over subscription of university study places
 - Lack of middle level technical skills
 - Recovery of artisan training

OVERVIEW OF T&L FUNCTION AT SA TVET COLLEGES

- Challenges related to T&L (post 2010)
- White Paper on Post School E&T:
 - TVET Colleges an integral part of PSS
 - Increase in enrolments – target of 1.2 million
 - Increased exit qualification pass rates- 65%
 - Increased student housing facilities
 - Functional TVET College councils
 - Strengthened management capacity – Deputy Principals and CFO's

OVERVIEW OF T&L FUNCTION AT SA TVET COLLEGES

- Challenges related to T&L (post 2010)
- White Paper on Post School E&T:
 - Introduction of NQF Level 5 Higher Certificate
 - Foundation programmes
 - Capacity building partnerships with universities
 - Programme articulation with universities
 - Operational plans fro TVET Colleges
 - SA Institute for Vocational and Continuing E&T

OVERVIEW OF T&L FUNCTION AT SA TVET COLLEGES

- Summary of challenges related to T&L (post 1994)
- Policy development in ‘stops and starts’
- Multiple disjointed initiatives
- National/provincial complexities re FET Colleges
- Lack of TVET College expertise in DHET and provinces
- Continued linkages to CS educator system
- High ‘White Paper’ expectations not matched by changes in funding regime
- Expectations of TVET Colleges to be ‘all things to all people’ – panacea for all E&T ills

ANALYSIS OF STAFF AND STUDENT NUMBERS AT TVET COLLEGES

- Student and staff headcount numbers 2010-2013

| | 2010 | 2011 | 2012 | 2013 | Annual % increase |
|---------------------------|--------|--------|--------|--------|-------------------|
| Students Public FET | 358393 | 400273 | 657690 | 639618 | 21% |
| Academic staff public FET | 8126 | 8686 | 9877 | 10106 | 8% |
| Students private FET | 46882 | 134446 | 115586 | 154637 | 48% |

ANALYSIS OF STAFF AND STUDENT NUMBERS AT TVET COLLEGES

- Student and staff numbers 2010-2013
- Student number increases outstrip academic staff number increases
- Average annual increase of 6%+ until 2030 !
- Increasing T&L infrastructural facilities ?
- Increasing student: staff ratios
- Eventual outcome: Deterioration of T&L standards and student services

ANALYSIS OF STAFF AND STUDENT NUMBERS AT TVET COLLEGES

- Student headcount and FTE numbers 2010-2013 per programme

| | 2010 | 2011 | 2012 | 2013 | Annual % increase |
|--------------|--------|--------|---------|--------|-------------------|
| NCV HC | 130039 | 124658 | 140575 | 154960 | 6% |
| NCV FTE | 126127 | 116212 | 138711 | 147396 | 5% |
| NATED 191 HC | 169774 | 222754 | 359 624 | 442287 | 37% |
| NATED FTE | | 67806 | 126 830 | 158525 | 53% |

ANALYSIS OF STAFF AND STUDENT NUMBERS AT TVET COLLEGES

- Student numbers 2010-2013 per programme
- Steady annual 5% increase for NCV programmes and dramatic increases of approx 40% or more for NATED programmes- implication?
- HC/FTE conversion rate for NCV approx 95% and for NATED approx 35% - implication?

ANALYSIS OF STAFF AND STUDENT NUMBERS AT TVET COLLEGES

- Student pass rates for 2010-2013 per

| | 2010 | 2011 | 2012 | 2013 |
|-----|-------|------|-------|------|
| NCV | 37.5% | 42% | 39% | - |
| N3 | 11% | 47% | 37.5% | - |
| N6 | 21% | 61% | 33% | - |

ANALYSIS OF STAFF AND STUDENT NUMBERS AT TVET COLLEGES

- Student pass rates for 2010-2013 per programme
- NCV pass rate approx 40%
- N3 pass rate fluctuates but approx 40%
- N6 pass rate fluctuates but approx 40%
- Economically TVET College E&T thus 'expensive'
- Target pass rate of 65% for exit qualifications
- Not achievable without additional resourcing

ANALYSIS OF STAFF AND STUDENT NUMBERS AT TVET COLLEGES

- Overall conclusion
 - Significant room for improvement in NCV and NATED programme pass rates
 - Improvement easier to in NCV as mostly fulltime compared to NATED that is mostly part- time
 - Very significant demand for NATED programmes – especially N4-N6
 - Urgent need for new resourcing model for TVET Colleges

STEP 1 TO IMPROVE T&L AT TVET SECTOR

- TVET College structural and policy ‘moratorium’
 - TVET Colleges need period of system and institutional ‘stability’
 - New TVET Colleges: WP on PSS E&T
 - Establishment of SAIVCET
 - TVET Colleges as national competence

STEP 2 TO IMPROVE T&L AT TVET SECTOR

- National and institutional strategic and academic planning
 - National Plan on TVET as guiding framework
 - Strategic vision for TVET sector:
 - ✓ ‘Mixed mode’ or ‘dual’ institutions – all or some
 - ✓ Multiple or reduced programme foci
 - Supporting ‘standard’ development frameworks
 - Institutional strategic/academic planning – 5 year Strategic Academic Plans for all TVET Colleges(?)

STEP 3 TO IMPROVE T&L AT TVET SECTOR

- Institutional programme focus and differentiation
 - Framework for institutional differentiation
 - Differentiation factors:
 - ✓ Focussed and prioritised vision and mission
 - ✓ Mix of programmes and enrolments
 - ✓ Geographical contexts: Urban, semi-urban, rural
 - ✓ Strength of industry relationships
 - ✓ Partnerships with universities
 - ✓ Role of WIL in programmes

STEP 4 TO IMPROVE T&L AT TVET SECTOR

- Framework for partnerships with universities
 - Limited number of such partnerships
 - Focus on governance, management capacity, MIS, academic staff qualifications and capacity
 - Articulation of TVET qualifications
 - Initial 'joint' offering of Higher Certificates

STEP 5 TO IMPROVE T&L AT TVET SECTOR

- Framework for TVET College lecturer training
 - University E&T programmes for TVET Colleges
 - University partnerships and TVET lecturer training
 - Industry partnerships and TVET lecturer training
 - CS educator system and SACE linkages for TVET Sector: Need for distinct and 'uncoupled' system for TVET Colleges

STEP 6 TO IMPROVE T&L IN TVET SECTOR

- Framework for determining carrying capacity of TVET Colleges
 - Simple form of student enrolment planning
 - Factors determining carrying capacity:
 - Academic staff and student: staff ratios
 - Lecture rooms and infrastructural capacity
 - Equipment (eg computer: student ratios)

STEP 7 TO IMPROVE T&L IN TVET SECTOR

- Improvement in funding of TVET Colleges
 - Implementation of 2010 proposals on KPMG proposals- improved salary dispensation for academic staff
 - Fully functioning MIS system
 - Earmarked funding for student academic study support: Personal counselling, health and wellness, career guidance and job placement, reading and writing skills, computer literacy; etc

CONCLUSION

- Agreement on fundamental importance of TVET Colleges
- Realistic expectations on what they 'can do' and what they 'cannot do'
- Improved funding dispensation for TVET Colleges essential
- Suitable training of TVET College lecturers
- End 'chopping and changing' of curriculum
- Employment dispensation for TVET academic staff