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**Memorandum from the Parliamentary Office**

**NATIONAL ASSEMBLY**

**FOR WRITTEN REPLY**

**QUESTION 1913**

**DATE OF PUBLICATION OF INTERNAL QUESTION PAPER: 23/06/2017**

**(INTERNAL QUESTION PAPER 23 OF 2017)**

**Mr D America (DA) to ask the Minister of Higher Education and Training:**

(1) (a) What (i) plans have been made and (ii) steps were taken by his department to improve the quality of the workplace experience of existing lecturers at each technical and vocational education and training (TVET) college, (b) on what date will any future plans for improvement be implemented and (c) what number of lecturers have been participating in the improvements during the past financial year;

(2) what number of days of workplace exposure on average is deemed necessary for college lecturers to stay abreast of developments in industry;

(3) whether lecturers are being granted special leave for workplace experience; if not, how will they be allowed and encouraged to gain workplace experience; if so, what are the relevant details?

**NW2125E**

**REPLY:**

1. (a) (i) The Department has developed a policy framework for post-school vocational education and training qualifications. Universities are planning to and some are in the process of developing qualifications in line with the policy framework.

The Department’s Research Agenda is key towards strengthening the Technical and Vocational Education and Training (TVET) colleges. Research themes that were identified, amongst others, are:

* Workplace exposure for TVET lecturers;
* The experiences of teaching staff (lecturers) and the methods they use to engage their students;
* Conditions of employment of staff in public Higher Education Institutions (HEIs) and TVET colleges; and
* Evaluation of support programmes to junior lecturers.

Research in these prioritised themes will provide the Department with insight and information on how to further plan for the improvement of lecturers’ experiences at each TVET college.

Another factor to consider in the improvement of lecturers’ workplace experiences is the creation of conducive environments such as improving facilities and providing contemporary equipment and technology. A number of colleges are moving towards utilising advanced teaching methods as well. The Department is in the process of researching and at the same time piloting a dual system of providing occupational programmes.

(ii) The following steps, amongst others, are being undertaken to improve the quality of the workplace experience of existing lecturers:

* The Department disburses skills levy funds, which are used for skills development of staff at TVET colleges. Colleges determines through their Work Skills Plans, the in-service training programmes lecturers would undergo and lecturers would then be funded for the requisite training.
* The Department has developed a Lecturer Support System on which lecturers would register and access training / development manuals and videos. To this end, more than 8 000 lecturers have registered and are able to access the support system. The system provides systematic lecturer support and has improved collaboration between lecturers across colleges; assists in lesson preparation; provides new high-quality content, etc. For instance, training videos and supporting material have been loaded for Automotive Repairs, Fitting and Turning in the Engineering, Related Design NC(V) and Office Data Practice (NC(V). The newest loaded resources include Assessment Plan templates; Lesson Plan templates; a guide for SQA assessments, etc. It should be noted that this project was piloted and extended to all colleges as work is in progress to further strengthen and populate the system with additional resources. Workshops have been held for facilitators and managers.
* The Department in collaboration with the Education, Training and Development Practices Sector Education and Training Authority (ETDPSETA) and the University of the Western Cape have recently advertised for proposals from service providers to develop training videos and supporting material to be placed in the Lecturer Support System.
* Colleges also take further improvement steps either individually or collectively for instance, in KwaZulu-Natal; TVET colleges in conjunction with JET Services ran an Innovative Delivery Model for Lecturer Development. Committed and motivated lecturers take ownership of their own professional development.
* The Department has endorsed and supported a Work Integrated Learning for lecturers’ project run by the Swiss South African Cooperation Initiative (SSACI) in conjunction with the ETDPSETA from 2014 to 2016, involving 28 colleges across the country. The project was a huge success and a workshop was held on 14 June 2017, to which all the 50 colleges were invited and where SSACI presented the summative evaluation findings. Colleges are at liberty to seek continuation of this project through their procurement processes when sourcing a service provider.
* The Department has disbursed 70% of the 1% for Skills Development Levy for the 2016/17 allocation to colleges as an earmarked grant. The Department together with colleges have agreed on measures to be followed when utilising the earmarked funding. Priority would be given to lecturer development.
* The Department will be hosting a Lecturer Development Conference in the second or third quarter of the 2017/18 financial year where lecturer development and training, including Work Integrated Learning, will be debated with a view to develop a lecturer development framework and Continuous Professional Development framework for the TVET college sector.
* Processes to conduct research in lecturer development in line with the Department’s Research Agenda is currently underway.
* The implementation of the dual system pilot project for occupational programmes is underway at the Eastcape Midlands, Port Elizabeth, Ekurhuleni East and Ekurhuleni West TVET Colleges.

(b) The transfer of the skills development levy fund for the 2017/18 financial year to colleges will be done on or before 31 March 2018. Lecturer training and development occurs in line with the colleges’ training plans.

Research on creating new improved conditions of service for lecturers has commenced and should be concluded during 2018. Depending on the availability of funds, implementation would be in 2020/21. In the interim, other forms of incentivising lecturers will be looked at whilst new improved conditions are developed for implementation.

(c) In 2016, a total number of 7 176 lecturers underwent some form of improvement and workplace exposure.

(2) Most colleges indicate that their lecturers spend an average of 5 working days per annum in workplace exposure. The desired period is 15 days per annum.

(3) Most TVET colleges do not grant special leave to their lecturers for placement to workplace exposure because of the tight academic calendar and lack of funds to appoint substitute lecturers. Most lecturers, who are placed, are allowed to visit workplaces during college closure periods when there are no students on campus. Where colleges do manage to place lecturers during working hours, colleges place these lecturers during downtime periods such as enrolment and examination periods.

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DIRECTOR – GENERAL

STATUS:

DATE:

QUESTION 1913 APPROVED/NOT APPROVED/AMENDED

Dr BE NZIMANDE, MP

MINISTER OF HIGHER EDUCATION AND TRAINING

STATUS:

DATE: